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THE IMPACT OF PARTICIPATION AND INFORMATION

ON PERCEPTION OF COLLEGE GOALS

by

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A THESIS

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ABSTRACT

The purpose of this study was to examine an organization development intervention related to setting goals in Red Deer College. This objective was implemented through an organization development intervention on College goals at Red Deer College. The intervention was examined by determining how the researcher's interaction in the organization modified the intervention process, and secondly, how participation in a goal-setting simulation and information feedback impacted on perception of goals in the college.

The Institutional Goals Inventory (I.G.I.) was used to collect data on perception of College goals, and the Goal-Setting for Organization Accountability: A Leadership Strategy (GOALS) was used as the goal-setting simulation. The intervention was conducted in seven stages: (1) Orientation and entry of the researcher to the college, (2) I.G.I. pretest, (3) GOALS simulation, (4) I.G.I. posttest one, (5) Generation of Information, (6) Information feedback, and (7) I.G.I. posttest two. All members of the Board, the Administration, the Faculty, and the Support Staff were invited to participate. The Student Association Executive represented the student body.

The data on the intervention process were analyzed into four categories:

   (1)   Initial contact with the college,
   (2)   Entry to the college,
   (3)   Data gathering and Intervention, and
   (4)   Participant response to the process.

iv

The goal perceptions were compared between the various administrations of the I.G.I. using appropriate applications of the t test.

In terms of the intervention process, it was possible to conclude that: (1) the process of the intervention was too complex. This caused confusion and disfunctionally lengthened the time requirements; (2) the process required more resources than were planned; (3) negotiation was a consistent response to the process; (4) once participation in the process developed, response was positive and confusion cleared up; and (5) attempts to be highly involved in the college were not negative, but placed a strain on time resources.

The GOALS simulation and the information feedback stages led to the following conclusions: (1) participation in the GOALS simulation did produce less diversity; (2) increased variation of response occurred on some goals and was related to changes in relative importance; (3) the provision of information had virtually no impact when comparing goal perceptions between tests; (4) the information feedback produced some dissonance in the consensus when the "Is" and "Should Be" goal preferences were compared. Equally plausible was the contention that the consensus of the GOALS activity "wore off" over time; (5) Activities related to maintenance of the environment were constantly perceived as important, regardless of the intervention; (6) Throughout the intervention there was considerable agreement about which goals were and were not important.

v

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TABLE OF CONTENTS

LIST OF TABLES

xii

LIST OF FIGURES

Chapter 1

INTRODUCTION

ORIENTATION

One of the most pervasive issues in organization theory is the
question of goals. Almost any body of literature which claims to be
comprehensive includes some comment on the goals of organizations.
The question of goals, however, has increasingly become more than a
conceptual problem. It has become a critical problem in the daily
reality of organization operation. Nowhere has this been more
apparent than in the operation of educational organizations, and
particularly in institutions of higher education.

Uhl (1971) suggests that:

During the past five years, colleges and universities have
experienced a crisis of authority and confidence both on
and off campus. Radicals view colleges and universities
as tools for forging a new society, while conservatives see
them as an instrument for sustaining and strengthening the
status quo. Politicians and taxpayers generally view
higher education as being unable to manage its own affairs.
The intensity with which colleges and universities are
being pulled by these different groups not only stresses
the importance of assessing what these groups want . . . but
also indicates the importance of finding a means to promote
convergence of opinion among them with respect to an
institution's goals.

Given the type of environmental context, the issue of goals takes
on implications for individual institutions as well as for any part-
icular educational system. Under these circumstances educational
institutions are being pressed to deal with the exceedingly difficult

1

problems of institutional evaluation and subsequent attempts to renew
and redirect.

There are a variety of reasons why an institution should be able
to articulate a unique set of goals.

1.   Only after an institution decides what it wants and
can do will it be able to preserve its coherence, autonomy and integrity.

2.   Knowledge of institutional goals is necessary to allow
effective response to an increasing variety of demands.

3.   Goal articulation is also vital to substantiate claims
for fiscal support and subsequent accountability for funds allocated.

4.   Goal definition is essential to one type of institu-
tional evaluation -- goal accomplishment.

From the broader society these needs to articulate goals are
emphasized through pressure on educational organizations for closer
conformity to both vaguely and clearly defined demands, and through
increased attempts to rationalize resource allocation and competition
between various educational levels for program jurisdiction and avail-
able resources. However, being convinced of the need to articulate
goals is only the first step. Developing a process for articulating
goals and being involved with this process are the obvious next steps.

While the project I have reported in this dissertation did develop data on individuals' perceptions of goals in a community college, this was not the total focus of my research. The data on goals provided a substantive entry point into a more central issue of process and procedure.

The writings of such authors as Lewin (1936), Maslow (1954) and Blumer (1969) and certain organization theorists represented by Argyris (1970), Bennis (1965, 1973a, 1973b), Etzioni (1961, 1964), Herzberg (1966), Likert (1967), McGregor (1960) and Schein (1965, 1969) suggest that information and group processes relating to openness and freedom to discuss were necessary for organization members to understand and deal with the immediate and long-term issues such as organization goals.

During my doctoral coursework in 1972-73 my interest in organization goals combined with the additional influence of these writings began to lead into an increased interest with issues of method. On one hand there was the obvious value of the experimental and quantifiable approach which viewed the researcher, under controlled conditions, as someone necessarily apart from the organization and the problem being examined. Basic to this approach was the need to produce objective and verifiable findings. On the other hand, this approach appeared to be at variance with the difficulty of introducing control and experimentation in the daily life of the organization. Furthermore, within organizations being studied, there appeared to me to be a growing cynicism with such remote examinations of organization problems. This sentiment was often

reflected in such attitudes as: "Is this going to be another graduate
student thesis?" or "This time will we at least receive a copy of the
report?" Added to these concerns was my general observation that most
of these studies served the purpose of adding to the body of learned
knowledge, but seldom seemed to result in courses of action being
readily apparent for or even perceived by the individuals in the
organizations under study.

My concern with these issues inevitably raised another time-worn
problem. If the body of learned knowledge was being expanded but
few resolutions were being developed to practical problems, wherein
was the validity of the body of knowledge?

Did the positions of theory and practice represent a dichotomy or
a continuum? Striving to see the relevance of both positions and
recognizing the clear relationship between theorizing and doing, I
was drawn to adopt the stance that the two positions were not mutually
exclusive. The problem then became one of operationalizing a relation-
ship.

Again it was significant that I came into contact with the work
and writings of such organization consultants as Bennis and Argyris.
In these writings conceptualizations focussed on matters of action.
What indeed were the responsibilities of the consultant? Was a con-
sultant in any respectable sense a researcher? He usually claimed to
bring the organization relevant behavioral science and organization

theory, and, at the same time, usually made some implicit or explicit promise to solve a problem. Was he to behave in the traditional research role of an uninvolved executor of an objective and carefully worked out research design with a final report as his only responsibility? Or, conversely, did he have some responsibility, knowing the less than objective nature of organization life, to become involved with organization members to understand their needs, to agree on the problem(s), to design jointly an approach and then to take some responsibility for assisting with implementation of solutions?

Being a graduate student with responsibility to produce a dissertation, but also an individual with some commitment to help and not to exploit the organization for data, focussed these issues on my position in the activity of graduate research. Would I be an uninvolved, objective researcher with the payoff for disruption of the organization being a copy of the report or would I strive to become involved in the life of the organization so as to produce something "useful"? I opted for the position of involvement as this report should make evident. Yet, at the same time, being convinced of the continuum between theory and practice, I also wanted to attempt through my involvement in action and practice to make some contribution to administrative knowledge.

As I have already indicated, these concerns were not growing in the absence of a substantive organization issue. I was becoming increasingly interested in how organizations establish a sense of direction through articulation of organization goals. Together with my ideas regarding research methods, I was also developing an interest in the ways that participation and information might have an impact on organization purpose. Increasingly it occurred to me that organization development concepts dealing with participation, information and the involved researcher might be brought to bear on a process for establishing organization goals so as to yield some type of theory/practice blend.

It was from concern with these issues that the purpose and design of this project ultimately emerged. To recapitulate:

- I had an interest in performing a practice-oriented research task that was based on behavioral science research and organization theory.

- I did not want to conduct the activity as a researcher "sterilized" from the organization by way of a questionnaire. I wanted to be involved in the organization while doing the research.

- I wanted the research task to deal with a real organization need through a method that could be adapted to the reality of the organization.

- Finally, I had a real interest in the substantive problem

of what impact participation and goal-related information would have on the process of setting goals and on actual perception of goals.

A key distinction will be useful to the reader in gaining an understanding of the nature and purpose of this study. In most dissertations the substantive data collected are the central focus of the research, and the process is important primarily by way of its objectivity and adherence to strict rules of design so as to ensure possible replication of the data. This dissertation attempted to pay equal, if not more, attention to the process. The substantive data in the report deals with findings on college goals (Chapters Three and Six), but these data were primarily used to better understand the process used in the research (Chapters Two and Five).

STATEMENT OF THE PROBLEM

The project reported in this dissertation attempted to examine the impact of participation in goal-setting and feedback of information on a process for setting goals in Red Deer College. Data on perception of goals over a sequence of events and a period of time were used to examine this impact on the goal-setting process.

The purpose of the study was to examine an intervention process for setting goals by examining changes in the overall intervention and by noting the impacts of participation in goal-setting and information feedback on perceptions of goals in Red Deer College.

This general statement yielded two sub-problems:

1.   How did interaction of the researcher with individuals and groups in the college modify the goal-setting process? and

2.   What were the impacts of participation in a goal-setting simulation and information feedback on the perception of goals within the college?

DEFINITION OF TERMS

The following definition of terms is useful in understanding the process used to operationalize the concepts in this study.

Organization Development

Through reflexive and self-analytical methods of diagnosis and intervention, organization development is a planned and sustained effort to apply behavioral science knowledge for organization improvement.

Diagnosis.   Through the generation of information, diagnosis assists in clarifying the distinction between those activities which facilitate accomplishment of goals and those which do not.

Intervention.   This process refers to the total entry process of the researcher/consultant to the organization.   More specifically it refers to the actual activities employed to enter an ongoing system or to come between or among persons for the purpose of helping them solve problems.

Goals

It is necessary to present a conceptual distinction between two types of goals, official goals and operative goals, and then to present the operational definition of goals used in this study.

Official Goals. These are the general purposes of the organization which appear in the organization's charter, annual reports or public statements of philosophy and purpose.

Operative Goals. These are the actual ends sought through action taken by organization participants; these ends occur on the basis of individuals interacting with each other to identify and understand persons and actions so that a common or joint action is possible. Consequently, operative goals are embedded in what people perceive goals to be and in the allocation of organization resources that results from the coalitions produced through interaction.

Operational Definition. Operationally in this study, goals refer to the particular pattern of specified needs, outputs and priorities established for a single institution. Within this definition there are output goals which have a product and support goals which are the tasks of persons responsible for maintenance activities.

Participation

Participation refers to individual involvement in the processes of interaction and meaning creation which occur regularly in any organization. In the operational terms of this study, participation refers to involvement in a formally structured process using group participation and specific information to simulate the setting of college goals.

Information

In this study information relates to three general areas:

1. Data on what groups perceived organization goals were and what they should be BEFORE and AFTER participation;

2. Data on the goals established as a result of the group setting of organization goals; and

3. Data on the allocation of fiscal resources to program categories.

ASSUMPTIONS

In the conduct of this study, it was assumed that:

1. The formation of organization goals was based on an interaction between individuals in which persons and actions were designated meanings by individuals, and coalitions of meanings ultimately resulted to produce areas of joint action or organization goals;

2.   Out of this process individuals in the organization can and did perceive organization goals;

3.   Participation in a simulated goal-setting activity was sincere and honest and individuals openly interacted on the basis of existing meanings;

4.   A statement of fiscal allocations was a fair, additional statement of goals which, together with participants' perceptions, presented another view of organization goals, and

5.   Participants read this information before the last use of the Institutional Goals Inventory.

6.   Use of the IGI in Canada would result in a factoring of items into the same goal categories as had occured in previous uses of the Inventory.

<div align="center">LIMITATIONS</div>

The study was conducted under the following limitations:

1.   The Institutional Goals Inventory (E.T.S., 1970) was scored through a summation of individual responses to identify goals for the organization and various sub-groups. This presented a limitation since it was assumed that goals were more than an arithmetic means of individual statements. Attempts to overcome this limitation involved the researcher's participation in the organization and group interaction focused on goals;

2.   The researcher's ability to effect a successful entry into the organization was a limiting factor on the study since the study emphasized processes of openness and freedom of discussion. Successful entry required convincing people that the study would indeed be implemented to help organization members to solve a problem. Failure to effect successful entry would mean less than full and open participation, and would thereby limit operation of the study; and

3.   The extent to which the allocation measures actually represented an aspect of organization goals. According to the concept of goal formation used in this study, goals cannot be viewed only as arithmetic sums of individuals' responses to a questionnaire. Nor could program costs resulting from allocation of resources in the college represent a single statement of college goals. Measures of resource allocation represented one limited aspect of college goals.

DELIMITATIONS

The study was delimited in the following ways:

1.   It dealt with only the major stakeholders in the college organization and not with those groups external and public to the college. The choice of student participants was delimited to the full Students' Council.

2.   The delimitations that existed within the cost analysis procedure used to produce the allocation measures as an aspect of

college goals. Briefly the cost analysis procedure was delimited
in the following ways:

a. Data for the cost analysis came only from the 1973-74
year;

b. Enrolment figures used to allocate costs to courses
were those reported after 25 percent of the course had elapsed;

c. Capital costs were not included;

d. Total faculty salaries were allocated only as instruc-
tional costs;

e. Time spent in different classes was directly related
and in proportion to pre- and post-instructional activities; and

f. Indirect costs were allocated to courses on the basis
of enrolment and class hours;

3. The goal-setting procedures were applied to one organization,
Red Deer College, with limited statistical comparison with Grande Prairie
Regional College.

ORGANIZATION OF THE THESIS

The balance of the thesis is organized into six major divisions.
The major elements that comprise the conceptual framework for the
study are dealt with in Chapter Two. Recent reports in the literature
dealing with the development of goals assessment instruments and their

use in relation to organization development are summarized in Chapter Three. The chapter will conclude with the presentation of a possible synthesis between goals assessment and organization development.

The research procedures used in the study are reported in Chapter Four. The research findings are presented in Chapters Five and Six. In Chapter Five the study process is discussed against a number of categories related to the organization development process. The problem is examined in a statistical mode in Chapter Six.

Conclusions and recommendations for research are presented in Chapter Seven in an attempt to identify some implications for goals assessment processes in a college setting.

Chapter 2

CONCEPTUAL FRAMEWORK

INTRODUCTION

Three bodies of knowledge are made use of in this study: field theory, organization development, and organization goals. The first two, field theory and organization development, are closely related. Organizational development is more practice oriented; however, much of its theoretical justification lies in field theory.

In the context of points made in Chapter One, field theory and organization development present the theoretical basis for the procedures used in this study. For this reason they are treated first and in relation to each other, field theory providing the basis for the emergence of organization development concepts.

Discussion of organization goals is presented to establish the validity of goals as an entry point for application of the processes of organization development. No attempt is made to provide validation of goal and goal formation concepts in organizations. They are discussed in this chapter as the major entry point for the organization development intervention reported in this study, and to show the complementary nature of goal formation concepts with the theoretical elements of field theory and organization development.

FIELD RESEARCH

Field research is a designation which may conjure an image of the researcher as an eccentric individual who lives as close as possible to his subject, collecting his data by "living in" the particular social system under study. It suggests procedures more readily identified with the sociologist and the anthropologist than with the student of organizations. Its concepts have, however, been relied upon by organization theorists who have in the past ten to fifteen years attempted to bridge the relationship between theory about organizations and the practices within them.

Participant Observation

It would be an oversimplification to identify field research with one of its particular modes, participant observation, but it is an appropriate beginning point from which to relate some of the concepts of field research to this study. Warren Bennis (1973a: 6) has observed that reflection is a legitimate process of inquiry for social science. Consistent with the viability of reflection was what Bennis called a "roll-your-own" methodology that allowed the researcher a role combining action and analysis. In this role the more traditional "participant-observer" became an observant participant. As Bennis (1973a: 6-7) noted, "This approach allows for both personal and theoretical insights. Both are in gear, but one, the personal, is the major stemwinder."

Furthermore, Bennis (1973a: 7-8) suggests that most social science presents two extreme caricatures of organizational life. One relies on the census-survey approach, which accounts for all except real life and growth. The other relies on the general theoretical statement. Statistics and formulae by themselves have, however, little meaning.

Body counts and voting patterns left uninterpreted may be accurate but they are not terribly relevant to the real-life organization. The anticipated outcome of an approach advocated by Bennis (1973:5) would be a contribution to an exoteric body of knowledge on organization life. In comparison to esoteric knowledge which is typically directed to experts, exoteric knowledge is suitable to the general public. It is the type of knowledge needed to help in the solution of real-life problems in the major social organizations of today.

Bennis suggests that a form of participant observation has potential for producing the type of information needed to deal with problems in organizations. However, participant observation is only one form of a broader approach to social phenomena known as field theory and field research.

Field Concept

Schatzman and Strauss (1973: 2) frankly admit ". . . that one does not know very much about the research as a set of operations when it is said that someone is engaged in 'field research'." In spite of

this vagueness, field research must not be viewed as the functional

equivalent of laboratory research. Concepts which require limitation

and control are not realistic for field research, and a search for them

in field research is not particularly useful. For the field researcher,

his field -- whatever the substance -- is continuous with other fields

and bound up with them in various ways.

The field researcher:

> . . . claims no antiseptic distance and noninterference
> from outside influence. When he enters the field, he does
> so with his skills and consequently with many of the situ-
> ations, process and perspectives -- indeed, methodological
> biases -- that link him with other models of work and thought
> long since established in former training institutions and
> modified by experience. Also, when he enters the field,
> he maintains his links to institutions of current employ-
> ment and association. Probably he is linked to kin and
> friendship groups which may affect him and his work through
> their mutual investment and obligations. Thus, both the
> field (or object within it) and the researcher are inex-
> tricably linked to other "fields" and social situations -
> any or all of which impinge upon his research.
> (Schatzman and Strauss, 1973: 2-3)

This concept of "field" is consistent with a form of naturalistic

humanism that focuses on man's symbolically shaped cognitive processes

in which are embedded the keys to human understanding and explanation.

A researcher of this humanistic bent concludes that the human scene

exhibits important properties in addition to those found in nonhuman

contexts. These properties are complex, but the following are central:

1. Man can take a point of view on himself, and act towards

himself and others on the basis of that perspective.

2. In different situations he can simultaneously hold several perspectives on himself and on the things and events he observes and takes part in; in other situations, he creates new perspectives.

3. Personal perspectives are social in origin and result from definitions of many social situations and processes in which he finds himself or with which he identifies.

4. Man's definitions and perspectives become part of the conditions for his own actions; they are "forces" of his own making which impel him to act.

As a consequence, the choice of method for the naturalistic researcher is imperative. The researcher must get close to the people whom he studies. People's actions are best comprehended when observed in the natural ongoing environment where they work and live.

As a result, this humanistic researcher comes to see social relations not as structures that "perform" limited functions, nor as structures which change over time, but as processes which over time may be dealt with as structures which will exhibit a number of consequences (Schatzman and Strauss, 1973: 5-6).

These comments on observations in actual settings refer to the generic form -- field method. This approach is not an exclusive approach. It is more like an umbrella of activity beneath which any technique may be used to analyze the desired information,.

Perls, Hefferline and Goodman (1951: 3-29) add another dimension to this concept of field method when they discuss the bland commitment

by the researcher working in real-life settings to what is an unpardon-
able sin for the researcher working in the laboratory, that is to
". . . include the experimenter in the experiment!" An understanding
of such an "error" comes from a recognition that both these individuals,
each having his standards of rigor, seek to understand human behavior.
Similarly, in this study, I attempt to include myself in the "experiment,"
not out of disrespect for the strictly experimental approach but
rather to try and understand the organization from another point of view.

Perls, Hefferline and Goodman (1951: 17, 227, 228) also state that
experience occurs at the boundary between the organization and its
environment. Thus, in any investigation, whether biological,
psychological, or sociological, one must start with the interacting
of the organism and its environment. Lewin (1936: 11-13) sums this
up when he depicts behavior as a function of the person and the
environment: $B = f(P,E)$.

Perls (1951: 228) calls this interaction of organism and environment
in any function the "organism/environment field," and it is always
to this interacting field that the researcher makes his reference.
For the human, this field is not only physical but social, and con-
sequently from this point of view, historical and cultural factors
cannot be seen as conditions which just complicate or modify con-
ditions. Such conditions are then basic to the way in which my research

problem is to be presented and ultimately examined.

Symbolic Interactionism

Blumer (1969) places many of the concepts and orientations pre-
sented above in the context of human groups when he discusses his
concepts of symbolic interactionism.

> It is my conviction that an empirical science neces-
> sarily has to respect the nature of the empirical
> world that is its object of study. In my judgement
> symbolic interactionism shows that respect for the
> nature of human group life and conduct. But that
> respect necessitates, in turn, the development of a
> methodological perspective congruent with the nature
> of the empirical world under study.
> (Blumer, 1969:vii)

Blumer presents a more generic treatment of the concepts dis-
cussed earlier by Schatzman and Strauss. Blumer's conceptualization
of group life rests on three premises. (1) Humans act toward things
on the basis of the meanings that things have for them. In this con-
text things are individuals, objects, groups, categories, institutions,
ideals, the activities of others, and situations encountered by in-
dividuals. (2) The meaning of such things arises out of the social
interaction one has with one's fellows. (3) These meanings are handled
in and modified through an interpretative process used by the person
in dealing with the things he encounters. Meanings in social inter-
actionism are social products -- creations formed through the activities
of people in interaction.

Within the process of attaching meaning to events in social interaction is an interpretative stage based on a process of self-interaction. In a process of communicating with himself, the individual makes interpretation more than the mere application of meaning. Rather, it is a formative process in which meanings are used and received as instruments for the guidance and formation of action. Meanings are thereby a part of action through a process of first interacting with one's self.

In this conceptualization the nature of human society or group life consists in each individual fitting to himself and then to others the lines of his and the others' actions. Thus, any empirically oriented scheme of human society must respect the fact that society consists of people engaging in action.

The aligning of such actions or social interaction takes place by people indicating to one another what to do and in turn interpreting the indications of others. Interactionism is a process that forms human conduct and meaning through gestures and responses, which signify: (a) What the person to whom it is directed is to do, (b) what the gesturing person plans to do, and (c) the joint action that is to arise by the articulation of the acts of both persons. Both joint action and individual conduct are formed in and through this process.

Out of this interaction people form the objects that constitute their worlds. An object is anything that can be indicated or referred to and the nature of an object rests in the meaning it has for the

person to whom it is an object. Object meanings arise out of the way they are defined to a person by others with whom he interacts.

Out of mutual indications can arise a common set of objects which have the same meaning and are seen in the same manner by a given set of individuals. On the basis of the meaning that objects have for them, people are willing to act toward these objects. This action towards objects is predicated on the person having a "self" concept. The person treats this self as an object of his own action and he inter- acts with himself. Interactionism is significant here since the human being is not seen as a responding organism with its behavior a product of the factors playing on its organization or as an expression of the interplay of the parts of its organization. The person has to deal with what he notes and he is not seen as responding to the play of factors on or through him. Thus human action is constructed by a person on the basis of what he notes, interprets, and assesses.

This view of individual human behavior applies equally well to joint or collective action. The collectivity constructs action through an interpretation of what is occurring in its area of operation. Interpretation occurs through participants making indications to one another and not only to individual selves. Joint behavior is an outcome of such a process of interpretative interaction. By inter- linking both the actions of individuals with other individuals and with the action of collectivities, ongoing activity occurs which constitutes

the organizations, institutions, and vast complexes of interdependent

relations in society. This articulation of various lines of action

gives rise to joint action which is essentially a societal organization

of conduct of different acts of diverse participants. This joint action

is more than just a sum of parts; its character exists in its arti-

culation. It is essential to remember that joint action is an inter-

linking of the separate acts of participants and consequently a pro-

cess of formation is always necessary even though the joint action

may be well established and repetitive.

Methodological Implications

In Blumer's work we have a theoretical justification for two key

concepts in this study. Participation by the researcher is required

if one sees the organization from points of view consistent with field

theory and symbolic interactionism. Furthermore, Blumer's conceptualization

of joint or collective action based on common interpretations provides

a basis for organization purposes expressed in the form of goal statements.

In terms of methodology the foregoing concepts have some very

clear implications. Blumer (1969: 23-24) suggests that in studying

the empirical world, the researcher seldom has firsthand acquaintance

with the sphere of social life he proposes to study. By virtue of his

position as a researcher, he is almost always an outsider. Despite

this lack of knowledge the researcher will knowingly or unknowingly

have formed some picture of the area he is to study. The network of beliefs and images he already has will be brought to bear in order to effect some intelligible view of the area.

In view of this problem it is important to recognize that a carefully planned scheme of scientific inquiry, viewed as the correct method of treatment and analysis, can be assumed to replace this need for first hand knowledge, but this assumption is a shaky one on which to build a social inquiry. The questions asked, the problems set, the data sought, the relations envisioned, and the interpretations striven for all stem from the scheme of inquiry and not from familiarity with the empirical area being studied.

From Blumer's point of view the empirical world being studied consists of ongoing group life and closeness to it is essential to know what is occurring. However, getting close to and involved in the empirical world is not a simple matter of approaching an area and looking at it. A high order of careful and honest probing, creative yet disciplined imagination, resourcefulness and flexibility, pondering over what one is finding, and a constant readiness to test and recast images of the area is essential.

The premise that social action is built up by the acting unit, either individual or collective, through a process of noting, interpreting, and assessing things and mapping out a line of action means that to analyze social action one has to observe the process by which it is constructed. Thus the researcher must try to see the situation

as it is seen by the actor, observe what the actor took into account, note the alternative acts mapped in advance and seek to follow the interpretation that led to the selection of one of these acts.

Two final points must be made about viewing the organization as an interlinkage of peoples' activities rather than a self-contained entity with its own principles. Beneath the norms that regulate organization activity, people define each other's perspectives and the individual, through self-interaction, redefines his own perspective. Thus, shifts in supporting norms or courses of joint action represent more than applying or failing to apply sanctions. To be fully understood these shifts must be seen as growing from inter-action between people.

The final point is that any joint action is temporally linked with previous joint action. The organization must not be cut off from its historical linkages. To do so is to misrepresent by neglecting to account for the fact that the designations and interpretations which form and maintain peoples' organized relations are always somewhat carried over from the past.

Blumer's (1969: 50) whole purpose was not to identify and analyze the procedures that could be employed to carry out exploration and inspection. His major concern was to discuss the methodological im-plications of interactionism. He did note, however, that such pro-cedures as direct observation, field study, participant observation,

case study, interviewing, use of life histories, use of letters and diaries, use of documents, panel discussions, and use of conversations have application to an interactional study. Improvement of such methods is required, not to bring them to a standard format, but to upgrade their capacity for discovering what is occurring in group life.

Participant observation is not a complete rationalization for what this study set out to do. The concepts of field theory and interactionism, however, do provide a broader justification for the choice of methodology in this study. The next step will be to examine an approach to organizational analysis which is closely related to the concepts of interactionism and field theory.

Earlier Bennis suggested that the observant participant could provide information useful in the solution of organization problems. Organization development has emerged as a systematic effort to develop this kind of useful information. It can be characterized as an effort by organization consultants to translate the concepts of field theory and interactionism into problem solving techniques which emphasize freedom to express, participation and open use of information.

Embedded in this behavioral science knowledge these techniques provided some directions for the methodology employed in this study. Dealing with the problem of organization goals, freedom to express was encouraged as a norm in the intervention. Opportunities for participation in goal-related activities were provided and the resulting information was made available to all participants.

ORGANIZATION DEVELOPMENT

The major purposes of this sub-section are to present a definition of organization development (OD) and then to relate OD to intervention theory. In addressing this latter purpose I will identify some of the techniques of OD and establish that organization goals are a viable intervention point for OD activity.

This attempt to interrelate organization theory and management practice has come to be labelled organization development (OD) and, as Weisbord (1974:480) suggests, the major bias of OD is that the only usable theories in organization development are contingent. There is no one best way to organize or to manage. Organization development attempts to view such variables as structure, conflict, goals, and outcomes in different environments and show that different conditions call forth different organizational forms.

OD Defined

Organization development derives from an integration between behavioral science theory and experienced behavior of management consultants. Consequently it is a problem to achieve total consensus about what constitutes OD. In this study I opted to use the definition employed by Schmuck and Miles (1971: 2-3). They defined OD as a planned and sustained effort to apply behavioral science for system improvement, using reflexive, self-analytical methods.

As a planned and sustained effort Schmuck and Miles emphasize that OD is not limited to a specific period of time. Generally OD

requires the creation of an organizational subsystem specifically responsible for planning, managing, and evaluating the continuous process of self-renewal. Individuals in this subsystem act as inside change agents and are usually linked with outside consultants to carry out their mission (see also Trist, 1970: 349-362).

Organizations are transformed slowly. Buchanan (1967) suggests that two to three years of OD effort are required to complete serious and self-sustaining change. Furthermore, no organizational transformation is ever complete and permanent. What is required is the institutionalization of OD functions so as to have constant involvement with the problem and the vagaries of organizational renewal.

OD, as the definition states, relies on concepts from the behavioral sciences. These concepts serve a wide number of functions, namely: (1) to diagnose organization problems, (2) to give organization members a conceptual language for talking about and ordering the phenomena they face, (3) to redesign unsatisfactory structures and procedures, and (4) to provide a basis for evaluation of OD interventions and processes.

Finally, in their explication of the reflexive, self-analytic aspects of the definition, Schmuck and Miles indicate that OD involves system members in the assessment, diagnosis, and transformation of their own organization. In a collaborative arrangement both the consultant and the organization's members work together to examine current difficulties

and their causes, and they actively participate in the reformulation of goals, the development of new group process skills, the redesign of structures and procedures for achieving the goals, the alteration of the working climate, and the assessment of results.

While Schmuck and Miles' definition has been adopted in this research, some observations should be made in relation to the concepts of interactionism presented earlier.

In their definition Schmuck and Miles tend to put heavy emphasis on the system, not the individual, thus differentiating OD from "sensitivity training" and "management development." The primary focus is on the ability of the system to cope and on the relationships of the system with subsystems and the environment. Individuals often gain as a result of the improvement processes, but the primary concern of OD is with adequate organizational communication, integration of individual and organization goals, the development of trust in decision-making, and the effect of the reward system on morale.

Given this definition of OD there are three peripheral issues that should be briefly discussed since they have important methodological implications.

Theory/Practice. Concern with the theory/practice, research/ action issues are replete in OD writing (Argyris, 1970: vi; Beer and Huse, 1972: 100; Bennis, 1965). Ultimately OD is characterized in the Lewinian tradition of action research. The practitioner as a

change agent in collaboration with a client system works to convert variables from theory into strategic instrumentation and programs. For Argyris (1970) this middle ground is the area where the practitioner becomes a researcher and actively helps to plan and to execute changes so that they test aspects of his theory.

Collaboration. Boyer and Crockett (1973: 340) see the OD specialist as one who collaborates with a client to define the consulting relationship, the processes to be used and the change objective. Derr and Demb (1973: 8) note that this collaborative relationship can tend to focus too much on the OD practitioner. The practitioner must strive to ensure that sole dependency on either the client or the consultant does not occur. Mutual need satisfaction and mutual influence is the ideal for a collaborative relationship.

OD As Process. With the emphasis on action research and a collaborative relationship with the client, there is a strong tendency to characterize OD as a process for organization analysis and action. Burke (1971: 570), for example, suggests that the OD process comprises two phases: diagnosis and intervention. Diagnosis is identification of norms, procedures and general climate of the organization. Intervention then follows to change those norms which diagnosis exposed as barriers to effective individual and organization functioning. Thus, in this process, the OD practitioner assists individuals in the organization to become more effective problem-solvers, decision-makers and decision-implementors so that ultimately the intervenor is no longer required.

OD And Intervention Theory

Within the above definition of OD, it is important to examine briefly Argyris' (1970) discussion of intervention theory. Intervention theory attempts to relate the concepts of freedom to discuss, participation and availability of information from behavioral science knowledge to the activities of organization members. Further, it was the basic tasks identified by Argyris which prompted me to focus on the issues of participation and information in the goal-setting process reported in this dissertation.

Argyris (1970; 16-20) identifies three primary tasks for the interventionist or OD practitioner in his writing on intervention theory.

The first task is the generation of valid and useful information. Valid information describes the factors and their interrelationships which create the organization's problem. The validity of this information is subject to check by public verifiability, valid prediction, and control over the phenomena. Finally, no matter how valid the information is, it must also be useful in helping the clients to control their destiny. Most OD practitioners consider the "usefulness of the data" to be an important aspect of the data's validity.

The second task is to ensure the possibility of free, informed choice for the client system. This task is rooted in the assumption that intervention, regardless of substantive issues, should maintain

the client system's discreteness and autonomy. To make free choice possible the client must have a cognitive map which gives him the objectives of his action at the decision point. Freedom in this circumstance implies voluntary as opposed to automatic action, and proaction rather than reaction. To effect this, the interventionist must ensure that the processes of help are congruent with the outcomes desired.

The interventionist must do all possible to ensure that the clients can make selection of alternatives with a minimum of internal defensiveness, can define the alternative(s) by which the intended consequence is to be achieved, can relate the choice to their central needs, and can build into their choices a realistic and challenging level of aspiration.

The third task for the interventionist is to ensure internal commitment to the choices made. In view of the ultimate goal of strengthening the client system's autonomy *vis-à-vis* the interventionist and other systems, commitment to learning must be more than temporary. It must be strong enough to ensure transfer to relationships other than those with the interventionist and ultimately to those relationships which do not involve the interventionist's help.

It was these particular writings by Argyris that tended to have very significant impact on the design of this study. His comments about information suggested that the provision of information should

have some impact on an OD process through the perceptions of in-
dividuals who have participated in the process. Furthermore, the
requirement of free and informed choice and the encouragement of
internal commitment in individuals suggested the importance of using
a participative mode.

OD Technology

Schmuck and Miles (1971: 8) discuss OD in a more specific mode
than Argyris' intervention tasks. They deal with OD technology in a
more operational sense by pointing out some of the more common areas
on which OD can focus. OD diagnosis and ultimate intervention can
focus on eight areas: goals, plans; communication; culture, climate;
leadership, authority; problem-solving; decision-making; conflict/
cooperation; and role definitions. Various operational devices for
examining these areas depend on the problem diagnosed and the focus
of attention, whether it be the person or the organization. Consequently,
activities can range from person-changing activities to task-oriented
or structure-oriented activities. The activities that Schmuck and
Miles (1971: 9) identify are: training and education, process con-
sultation, confrontation, problem-solving, plan-making, task force
establishment, and technostructural activity.

The methodology of the present study was clearly influenced by
these OD concepts. Consistent with Argyris' intervention tasks, efforts
were made to develop norms of freedom to discuss and openness in the

study. Participation and information were encouraged in a fashion
which emphasized the need for participants to arrive at their own pro-
blem definition and solution.

Consistent with Schmuck and Miles discussion of OD technology
this dissertation used some limited education and process consultation.
The participation phase of the study allowed for confrontation, and
the information portion called for data feedback. The basic focus
was on the organization and the intervention activities dealt with
the substantive area of goals and plans. Since the primary entry
point to Red Deer College in this study was the area of goals, it is
now relevant to introduce the final conceptual framework that supported
this study.

<div align="center">ORGANIZATION GOALS</div>

Since a primary source of data in this study was perceptions of
organization goals, there is some value in dealing with ways of viewing
goal formation in organizations, articulating a concept of goal formation
and identifying ways to inventory goals.

One of the most difficult problems in the discussion of organi-
zation goals is to determine how they are formed. Attempts to deal with
this problem inevitably lead one to try and resolve the added problem
of the relationship between individuals and the organizations in which
they reside. Exceedingly difficult, as well, are efforts to clarify

how organization goals relate to individual goals. Creating a dichotomy between individual and organization goals is not profitable in an attempt to understand the latter.

There are, however, clearly identifiable phenomena which make credible the argument that organizations are something beyond or more than individuals (Haworth, 1959: 59-63). On the other hand, it is obvious that without individuals, organizations would cease to exist. In reality the fact that people do exist in organizations means that some integration must occur between individuals as unit and the organization as a system.

The concepts of symbolic interactionism described earlier make it plausible to propose that individual goals can result from the process of indication, interpretation, and the final attachment of meaning given to objects encountered by people. Meanings that people attach to objects through interaction plus an opportunity to apply individual values to these meanings should produce individual goals. Blumer's discussion of people in groups both interacting with themselves and with others to produce relatively common meanings for objects which then result in joint action also suggests a conceptual basis for goal formation.

Ways of Viewing The Goal Formation Process

Cyert and March (1963: 28) suggest that one approach to defining goals is to identify them with the organization's owners, management, or as Simon (1969: 159) suggests, those with legitimate authority.

Conformity to these goals is achieved by payments from the entrepeneur to the staff, and by a system of internal control that inform staff of entrepeneurial demands. This solution, however, does not conform to the reality described by Simon that the goals which actually underlie the decisions made in an organization do not coincide with the goals of owners, or of top management, but have been modified by managers and employees at all echelons.

Another approach (Cyert and March, 1963: 28) to the problem is to suggest a common or consensual goal. The sharing may be *a priori* as in the case of institutions which hold goals of "public interest" or "social welfare." It can be *a posteriori* sharing as in some theories of small group formation through discussion. Whatever case is considered, conflict over goals is reduced through agreement.

Both of these approaches to goals, the entrepeneurial and the consensual, attempt to define a common preference ordering among members of the goal coalition. Cyert and March note, however, that such a preference ordering is usually agreement on highly ambiguous goals with common priorities or preferences assumed. Behind this agreement on vague objectives there is uncertainty and disagreement about subgoals, and organizations appear to be pursuing different goals at the same time.

The problem of conceptualizing goal formation is not a simple nor an easy process. A number of authors have attempted to deal with the problem in more detail. Three of these are briefly examined and in so doing a number of concepts essential to a full conceptualization of organization goals will be identified.

1.   The Simon Approach.   Simon (1969: 158) discusses goals in

the context of decision-making and suggests the necessity to distinguish

between goals and motives.   Goals are the value premises that can serve

as inputs to decisions.   Motives are the causes that lead individuals

to select some goals rather than others as premises for their decisions.

Furthermore, any decision situation is bounded by a series of constraints.

A goal in this context is defined as the criterion which led to the

selection of a particular decision solution within an optimal set

of decision alternatives.   However, if the constraints are strong

enough so that the set of feasible alternatives and the optimal

alternative are very small, then the constraints on the decision

situation would have as much or more influence than would any parti-

cular constraint chosen as a goal.

Consequently, Simon concludes that it might be advantageous to

give up the idea that a decision situation can be described in terms

of a simple goal.   It would be more reasonable to speak of a whole

set of goals as the constraints on a decision situation.   The choice

of one of these constraints and identification of it as the goal is

to a large extent arbitrary and less meaningful than taking into con-

sideration the range of constraints.

Meanings developed in the interaction between people can become

the basis for, or in Simon's words, "the constraints on," action.

Thus, it is possible to identify goals as those points where interaction

produces common meanings so that joint action can occur. For example a concept of open door admissions can have many meanings for a variety of individuals. On the basis of interaction with each other a common enough meaning may result which focuses on the learning problems of students and which will permit decisions to implement intake testing or to provide alternative modes of learning.

Simon (1969: 163) makes another point when he observes that his reasoning thus far has assumed that the set of possible actions is known in advance. In most real-life situations alternatives must be discovered, synthesized or designed. In the process of searching for alternatives, goals (constraints requiring satisfaction) may guide the action in two ways:

(a) As alternative generators to directly synthesize proposed solutions; or

(b) For alternative testing to determine the worth of proposed solutions.

However, different decision-makers are likely to divide the constraints between generators and testers in different ways, and, consequently, if goals are used to denote the broadly shared set of constraints the conclusion is that organizations do have goals. This approach to goals would be most consistent with the view used in this study. If, on the other hand, organization goals are viewed as

generators, then the observation is that little commonality of goals exists, and subgoal formation and conflict are prominent and significant features of organizations. Obviously it is necessary to carefully define the sense in which the term organizational goals is being used.

These approaches should not be viewed as mutually exclusive but rather as two sequentially different steps in the process of making decisions. In one case goals are used to generate solutions and in the latter to judge the worth of solutions. The former sense of goal usage does not require any ranking of goals. The process is divergent. The latter process is convergent in the sense that to judge the value of proposed solutions one must decide which sets of constraints (goals) are most important.

In terms of how Simon conceptualizes goal formation, the use of goals to generate alternatives suggests that subgoal formation and conflict are key organization features. Use of goals to test alternatives in an organization does, however, require the type of interaction necessary for people to arrive at some agreement about a priority of goals. Participation in this interaction and the resulting conflict is inevitable. Consequently, participation and the management of resulting conflict are issues to be dealt with in any model of goal formation.

2.   The Perrow Approach.   The approach taken by Perrow (1961:
854-866) produces a complex view of organization goals. Perrow's de-
finition basically focuses on a careful attempt to conceptualize dif-
ferences between types of goals.

The analysis of complex organizations has tended to treat goals
as non-problematical givens. The major problematic issues, consequently,
have tended to be the allocation of resources and personnel. The
consequence of this situation has been an incomplete conceptualization
of goals and acceptance of official goals as organization goals.

Perrow argues for a more careful conceptualization of goals that
would deal with their problematic nature. This point fits well with
the conceptualization of goals presented within the concepts of
interactionism. As a first step Perrow makes a distinction between
official and operative goals.

Official goals are the general purposes of the organization as
set out in a charter, in annual reports, or in public statements.
Conceptualization of goals on this level only is insufficient to
understand goals in the organization because it fails to account for:

(1) The decisions needed to determine alternative methods for
accomplishing goals;

(2) The priorizing of multiple goals; and

(3) Unofficial goals pursued in the organization.

Thus, Perrow conceptualizes a second set of operative goals which
designates the actual ends sought through operating policies.   These

goals may be means to official goals but, since the official goals
are vague, the operative goals (means) become ends in themselves. An
official operative goal would be made up of official goals and as such
would reflect choices among competing values and multiple official
goals. Unofficial operative goals are tied more directly to group
(and individual) interests. They may support, be irrelevant to, or
subvert official goals.   The range within which the operative goals
will vary is defined by the nature of the organization's tasks and
the characteristics of its controlling elite.

From Perrow's point of view a goal formation process must not
oversimplify goals. They are dynamic and problematic entities in
organization life. Consequently a proper understanding of goals re-
quires a distinction between official and operative goals, with focus
on the latter being most useful in understanding organization.

3.   The Thompson-McEwan Approach. Thompson and McEwan (1969:
187-196) are very clear in their conviction that organization goals
are not constant. When the problematic and dynamic nature of goals is
accepted, the setting and analysis of goals becomes a necessary and
recurring problem which faces any organization. Goal-setting is
essentially a problem of defining desired relationships between an
organization and its environment.

One major contribution that Thompson and McEwan make is to em-
phasize the influence of external and internal environments on

organizations. The authors identify ways in which these environmental impacts are dealt with by the organization. These strategies are extremely important since they are processes which have relationship to the activity of setting goals and using them in the organization.

Thompson and McEwan emphasize cooperative strategies as ways of dealing with the demands and impacts of the organization's internal and external environments. They break these cooperative strategies into three sub-sets: (1) Bargaining which refers to a negotiation procedure usually relating to resources rather than goals. (2) Co-optation is the absorbing of new elements into the policy-determining structure so as to reduce differences and produce agreement on goals. (3) Coalition refers to the combination of two or more organizations or parts of an organization for a common purpose.

Relative to the process of this study, it was assumed that bargaining over resources is ultimately a part of the coalition process which occurs both as an expression of and an opportunity for working out a ranking of goals. Cooptation and coalition are also strategies for allowing the trade-offs and compromises necessary to produce common meanings that result in goals and permit priorization.

Basic Concepts in a Goal Formation Concept

The three approaches to viewing the goal formation process discussed above suggest there are a number of basic concepts implicit

in an adequate view of goal formation. Five concepts of coalition, conflict, bargaining and side payments, attention focus and sequencing and slack require further explanation in order to round out a view of goal formation. In addition to contributions from the above four authors additional contributions came from Cyert and March (1963: 26-40) and Hill (1969: 198-208).

Coalition. This concept of goal formation views the organization as a coalition of individuals, some of them in subcoalitions. This approach is evident in the writings of many authors who have attempted to deal with the issue of what prompts individuals to join and stay in organizations.

Boundaries of coalitions are impossible to describe on a one time basis due to the shifting nature of such coalitions. By focusing on the participants in particular temporal or functional regions it is possible to identify major coalition members. As a consequence this coalition view of the organization is most effective when applied to decision-making as it affects the coalition process for the short run. This suggests that the model should be applied in a series of cyclical, short-run situations.

Discussing coalitions in the goal formation process, Hill (1969: 205) identified four stages in the goal formation process. The first stage was the identification of exogenous forces which establish a series of criteria that adopted purposes must satisfy. Clear

examples in relation to Alberta colleges would be existing legislation, funding policies and role expectations for colleges adopted by the government department, student demand through registration and general community demand for a variety of services. These forces act as either minimum or maximum constraints which form a feasibility polygon within which aims must lie if they are to be acceptable to outside forces. Obviously government legislation and funding policies would be strong constraints in this polygon. This first step must be heuristic, because insufficient information is available to goal-setters.

The second variable is the internal organization social system which acts as a constraint upon the motives leaders are free to pursue. This function is necessary since participants will join and continue to affiliate only if stated purposes are congruent with or neutral to their values. This suggests that any process for setting and operationalizing goals requires participation and input from members of the organization. An instructional or administrative process which would deny instructors or students such basically perceived rights as choice or the right to disagree would likely ensure no compliance with the activity. Some way is required to ensure that activities which violate such norms do not develop. Some form of participation in development and implementation would seem to be a check against violating organization members' values.

The third variable relates to the fact that individuals who can
marshal sufficient resources are able to assert their preferences or
objectives. This is obvious where resources mean finances since suf-
ficiently large budgets generally carry with them the ability to act.
Where participation and agreement are required to support action,
then votes, information or influence are also valuable resources.
When units in the organization can pool their votes, information or
influence in an agreed direction, they will obviously increase the op-
portunity to assert their preferences.

Lastly, the number of resources necessary to control the goal
choice is large and since one person does not normally possess sufficient
power to make selection by himself coalitions must be formed to perform
this function. These approaches to coalition again underpin the pro-
cess of participation and interaction I employed in this study. If
participation is given and decisions are to be made, then some levels
of agreement must be reached. The concept of coalition suggests plausible
ways in which this agreement can be reached.

Goal Conflict. The concepts of coalition and organization goal
imply that individuals have substantially different preference orderings
(individual goals). Thus any conceptualization of organization goals
must deal with the potential for internal goal conflict inherent in a
coalition of diverse individuals and groups. Since unresolved conflict
is likely to continue to be a conspicious feature of organizations, it

is difficult to construct a useful theory of organizational decision-making if one insists on internal goal consistency. The result has been to characterize the goal formation process as a continuous bargaining and learning process. The end product would not necessarily be consistent goals nor the removal of conflict.

Bargaining and Side Payments. One of the most difficult problems in coalition formation is that of side payments. Side payments are the means used to "buy" agreement from individuals and groups and bring them into coalitions. These payments can be made in many forms--money, personal treatment, authority, organization policy--and are usually in addition to the remuneration accepted by individuals to initially join the organization. The total value of side payments, however, is not unlimited; rather the total value of payments available to coalition members is a function of the coalition's composition.

Other approaches to coalition found in game theory or inducement-contribution theory suggest that members participate unequally in the coalition, and that after coalition payments are made a priorization of goals occurs and all conflict disappears. Cyert and March (1963: 30) claim that this assumption of conflict resolution has confused the understanding of organizational goals. In fact some members of the coalition are indeed different from others and they continue to be so. This difference arises from different demands members make on the organization, and side payments traditionally appear to perform

the joint preference ordering. But, some coalition members do devote less time to the coalition than do others. This characteristic is used to distinguish between "internal" and "external" coalition members. Consequently, there are important members of a coalition who are passive most of the time and a condition of passivity is that payment demands be easily met. Support staff in an organization tend to fall into this category. Except in times of labor unrest, their demands are usually straightforward. They are, however, extremely important to the organization's continued achievement of its goals.

It is primarily through bargaining in the active or internal group that organizational objectives arise. Side payments in this process are far from an incidental distribution of fixed booty. They are a central process of goal specification and a significant number come in the form of policy commitments.

Because goals are formed in the bargaining process they have several important attributes: (1) They are imperfectly rationalized. (2) Some goals are stated in aspiration level demands. (3) Some goals are stated in a nonoperational form.

Bargaining and coalition are part of a continuing and day to day process. Further, the side payments in the coalition are incomplete since they do not totally anticipate future situations. This appears to be inconsistent with the apparent stability of organization

objectives. Nevertheless, members are still motivated to operate under the coalition agreement and to devise some mutual control system for enforcing the agreement. The budget is one such explicit elaboration of previous commitments. Another type of control is the allocation of functions. If one views the allocation of functions in the same manner as allocation of resources, it becomes clear that, by limiting or granting discretion, individuals or groups are constrained from acting outside certain limits. At the same time other coalition members are constrained from prohibiting action within those limits. Thus, on the basis of the budget and allocation of certain tasks (functions), an individual knows that, within those limits, he can "do what he wants." On the basis of this side payment he sets aside some of his own goals, agreeing to broader organization goals.

It is important to be aware that this secondary bargaining in the establishment of mutual control-systems tends to elaborate and revise the initial coalition agreements. Furthermore, in most organizations this elaboration and stabilization of objectives occurs within the additional constraints that much structure exists as a given, organizations have precedents, and certain individuals in the coalition are motivated to accept these precedents as binding.

Attention Focus and Sequencing. In spite of efforts to stabilize
objectives, demands on the organization by coalitions do change with
time and experience. The conceptualization of goal formation must,
therefore, allow for drift in members' demands on the organization.
Change can occur in terms of quantitative values which individuals
attach to certain demands but changes can also occur because each
person does not make all his demands at one time. At any point any
individual presents only a small subset of his demands, the number
and variety depending on the extent of his involvement and on the
demands of other commitments on his attention.

As a result of the fact that not all demands are presented at
one time, it is important that the goal formation conceptualization
give attention to the issue of when particular organizational units
will attend to certain goals. The significant factor which shifts
the focus of the organization to particular demands will tend to be
some internal or external experience. The concept of attention focus
provides an explanation for an organization's success in surviving
with a large set of unrationalized goals. Conflicting goals are rarely
seen simultaneously. The organization remains viable by attending to
these kinds of demands on a sequential basis. Thus what appears to
outsiders as contradictions are not so to the organization because of
the sequencing which occurs. Furthermore, they are contradictions only
if one assumes that a perfect joint preference ordering or that onmiscient

bargaining are possible in the organization. If attention to goals is limited, then failure to remove internal inconsistencies is understandable and plausible.

Slack. One additional consideration must be made to complete this conceptualization. Coalitions are possible if resources exist to make side-payments to the coalition members. A coalition is possible if resources are available to meet all demands. Demands do, however, adjust to actual payments and external conditions and there is a long run tendency for payments and demands to be equal. Simply put, a person cannot have all he wants if it is not available; this being the case, aspiration levels change.

In the short run, however, the usual result of frictions in the mutual adjustment of payments demands is a disparity between resources and coalition demands. The difference between total resources and total necessary payments is called organizational slack. It can consist of payments to coalition members in excess of what is required to maintain the organization. For example it can result in higher then usual salaries when slack is available, or it may result in fiscal surpluses.

While demands of participants do adjust to achievement, this is a slow process and aspiration-level adjustment downwards is

especially slow. If this aspiration adjustment were the only adaptive device an organization could use, the result would be extreme instability even in the face of moderate environmental change. Slack thus operates to retard upward adjustment of aspirations during good times by absorbing or partially distributing excess resources. During relatively bad times it provides a pool of emergency resources, permitting aspirations to be maintained and achieved.

These concepts just described are essential to a complete understanding of goals in organizations. Everyone of the concepts places considerable emphasis on interaction between individuals. For goals to emerge this interaction must necessarily result in some coalescing of values and meanings which individuals attach to activities and objects in the organization. This obviously results in conflict in the organization as groups bargain to create coalitions and sub-groups. Payments to entice individuals are required to draw people to these collectivities. As I have already indicated, these side-payments can take a variety of forms. Equally as important as these side payments, however, is the accessibility and availability of information. It is quite right to view information as a commodity in this bargaining activity. Broad disseminations of information may not result in better coalitions, but its wide availability to all members in the organization enhances the likelihood that a sense of justice will develop within the organization. Certainly, the availability of information can be argued

to have an impact on the whole goal formation process. Further, the availability of an excess of resources is important to allow goal formation to occur. It would also appear to be necessary to respond to vagaries in the external environment. Finally, conflicting goals can exist at the same time in the organization because different parts of organizations have different purposes and goals are not all dealt with at the same time.

Preparing an Inventory of Goals

One final issue needs to be dealt with briefly, and that is the problem of identifying goals at a point in time. In a real sense taking an inventory of goals is really part of the process for setting goals since an attempt to identify goals can be a very significant input to the goal-setting process.

Peterson (1970) indicates that goals can be inventoried in one of three ways: (1) By the fiat of top level management or owners. This method fails to ensure commitment and, even if it is claimed as a method, it lacks credibility since it is not consistent with behavior within the organization; (2) By committee, a method which clearly fits with the coalition process formulated above; and (3) By surveys or questionnaires which attempt to determine a listing of what organization members consider goals to be.

It is the last method which blends the identification of present goals with the other issue of what future goals will be. Any attempt

to catalogue goals brings them into the open; evaluation or questioning thus becomes more possible. When this occurs the process of goal-(re) setting has begun.

Etzioni (1964) identifies two basic approaches for establishing an inventory of organization goals. One approach is to examine organization process such as workflow, and attributes of structure such as priorities in resource allocation and assignment of personnel. A second alternative is to interview people in the organization and ask them what they perceive organizational goals to be. Throughout this process, however, care must be taken to ensure that responses are perceptions of the goals of the collectivity and not statements of personal goals. Individuals should be asked what they perceive organizational goals to be as distinct from their own or from those they think the organization ought to pursue.

Both of the approaches suggested by Etzioni and the survey approach suggested by Peterson were used in this study. An assessment of allocations was done as one way of representing goals. A major survey, the Institutional Goals Inventory, was used to gather perceptions of goals, and care was taken to ensure that individuals reported what they perceived as goals of the organization.

SUMMARY OF THE CHAPTER

This chapter examined the three areas of knowledge relevant to the design of this study: Field Method, Organization Development and Organization Goals. The intention was to examine these concepts in order to establish the foundation of a strategy for examining organization goals in the context of participation and information feedback. Based on those conceptualizations, it is possible to articulate such a comprehensive process, and thereby lay the basis for the methodology of this study.

Goals can be examined through a participatory process which involves most members of an organization. This participation relies on interaction between individuals in the organization in the discussion of organization goals. The participation is aided by the use of surveys or questionnaires which allow people to give specific expression to their perceptions of organization goals. This interaction is further aided by the generation of cost data as expressions of goals through allocation of resources. This provides an opportunity for individuals to examine perceptions of organization goals in relation to information on actual joint-actions represented by allocation of resources. This should provide a basis for individuals to introspect and interact with each other so that perceptions of goals and actual goals as expressed in allocations are more consistent, and new areas of joint action can be identified.

The whole process in a participatory mode also permits the opportunity for individuals to take part in actual goal-setting. Thus, this process integrates the goal inventory activity with goal-(re)setting by asking participants to inventory goals through individual perception and allocation statements, and, on the basis of this information, to involve participants in setting more up-to-date organization goals.

The whole process also permits the researcher an opportunity to participate in the process in order to examine the impact that participation and information have on goal-setting.

Chapter 3

REVIEW OF THE LITERATURE

INTRODUCTION

This chapter will take as its major point of focus literature related to the development of goal assessment techniques in higher education. Particular emphasis will be given to the development and use of the Institutional Goals Inventory (IGI) and the simulation device Goal-Setting for Organizational Accountability: A Leadership Strategy (GOALS).

In Chapter 2 the need for conceptual clarity as to the nature and purpose of goals identification was highlighted. The need to view organization goals as a positive resource both for shaping the technology, structure, and direction of organizations and for evaluating this performance was also suggested.

While organization literature consistently highlights the need for goal identification, until recently few empirical studies have seriously addressed this issue in institutions of higher education. Although numerous statements of philosophy and catalogues of purpose and functions have been developed, few have been based on empirical research. Where educational goals have been produced, it is my impression that they have been largely non-functional and have had little effect on educational methodology and practice.

Dyer (1967: 7), for example, suggests that goal statements have relied heavily on pious platitudes and metaphoric expressions having little practical utility. Because they have been formed almost independently of public opinion by educators trying to convince the public of what it ought to expect rather than by educators helping the public to discover what it wants from educational institutions, goals have been assumed to exist independently of the people in the system.

Dyer (1967: 7) further contends that:

> . . . each individual and each generation has to create its own truth by which to know the world of its own time and place, and, by the same token, it has to create its own goals for ordering its efforts to cope with the world.

He concludes with the view that goals can be formulated only if the present outcomes of education are first clearly defined. Once educational outcomes have been identified and measured, these outcomes may be employed to compare "what is" with "what should be" in education.

Emphasis on testing and measurement in higher education has generally led to a focus on the development of performance objectives for courses and programs. Much of the thrust engendered in response to public demands for accountability appears to have been dissipated in attempts to specify measurable and observable outcomes from the instructional process on the assumption that the goals of the institution are clearly understood and accepted as being given.

Resource allocation models such as Planning-Program-Budgeting Systems, Data-Based Educational Planning Systems, Resource Requirements Predictions Model, CAMPUS Model, and others based on the PPBES philosophy all seem to be based on the premise that administrators are capable of quantifying and ordering institutional goals.

While the need for systematic and efficient allocations of resources in higher education cannot be denied, it may well be that the place to begin is with empirical studies to identify and/or formulate instit- utional goals rather than to concentrate research efforts solely on the development of computerized techniques for optimal resource allocations. Proponents of PPBES types of systems are quick to suggest that the "planning" phase of their model makes adequate provision for establishing the long-term purposes and objectives of the institution or system (Keller, 1968). With few exceptions these planners quickly move on to the "program budgeting" phase of their operation leaving goal identifi- cation as a difficult task to be undertaken by others.

This was not to say that no efforts have been made to identify institutional goals. Rather, my contention is that at least equal effort should be placed on goal identification as has been placed on the quantification and costing of outcomes of the educational process.

GOAL ASSESSMENT EFFORTS

The majority of recent efforts to assess or examine goals in higher education has culminated in one major instrument, the Institutional Goals Inventory (IGI). Unrelated to the development of the IGI has been work by the National Laboratory for Higher Education to develop an instrument called Goal Setting for Organizational Accountability: A Leadership Strategy (GOALS). This section will give attention to studies which have led to the development of these instruments. As well, a more recent and major application of the IGI in California will be reviewed.

The work of Gross and Grambsch (1968) represents a significant effort to examine the nature and structure of university goals as they are perceived by faculty and administrators. Using an "is" and "should be" response scale for an inventory of forty-seven goal statements, the investigators developed a priority ordering of seven major goals for the non-denominational PhD-granting institutions that participated in the study.

Both groups identified the same top seven goals and, while the differences in ranking were small, "is" and "should be" perceptions varied substantially. Both groups also attached a relative lack of importance to student-related goals.

Peterson (1970) describes additional studies on goals research. The Bureau of Applied Research at Columbia University employed a sixty-four

statement questionnaire to ascertain from college deans the extent to which their college emphasized certain goals. Five goal factors were identified: (1) Research and Instruction, (2) Instrumental Training, (3) Social Development of Students, (4) Democratic Orientation, and (5) Physical Resource Development.

The Council for the Advancement of Small Colleges (Peterson, 1970) participated in a study to analyse goals in terms of the characteristics of graduates of the institution. The results of the study in which administrators and faculty ranked the desired characteristics of the "products" of the institution, permitted the identification of four classes of colleges: (1) Christ-Centered, (2) Intellectual-Social, (3) Personal-Social, and (4) Professional/Vocational.

The Danforth Foundation (Peterson, 1970) sponsored a study in which a revised version of the Gross and Grambsch questionnaire was administered to a population including administrators, faculty, and students in private colleges. The investigators found significant differences between perceived goals and preferred goals as well as some consensus among respondents.

In a study of eight colleges and universities, Martin (Peterson, 1970) found little serious concern about institutional goals. He attributed this apparent lack of interest in institutional goals to preoccupations with professional issues and with day-to-day problems and pressures. Coupled with these pressures were feelings of futility about reaching consensus or closure with regard to goals.

A goals comparison very similar to that conducted by Gross and Grambsch (1967) was conducted by Thomas (1970). The purpose of his work was designed to compare perceptions of goals in selected populations of student personnel administrators, faculty and students at Michigan State University, with the nation-wide Gross and Grambsch study.

Thomas' findings are summarized below:

1.   The total Michigan group placed higher value on student-oriented goals than did those in the original study of 1967, but the original study group placed higher value on goals related to academic excellence, research and academic freedom.

2.   The Michigan group valued least those goals insuring faculty involvement in governance, accommodation of only high potential students and maintenance of institutional character.

3.   Within the Michigan group, the faculty group most frequently showed the greatest variance from the remainder of the total sample on measures of individual goals.

4.   Congruence measures between perceived and preferred rankings of goals were inconclusive.

Peterson (1970) claims that the survey is one of three ways to clarify or define college goals. Within the context of his discussion of the survey strategy, Peterson (1970: 8-9) makes specific reference to the use of the Delphi Technique and indicates that the technique could provide a range of ideas about goals, priority rankings of goals and a degree of consensus about goals.

The Delphi Technique is an approach which solicits open-ended responses from participants. These responses are then collated, summarized and returned to respondents. On the basis of this feedback, individuals are again asked to respond to the original issues.

The Institutional Goals Inventory

In 1970 an experimental version of the IGI was prepared by the Educational Testing Service. Drawing on the previous experience of goals studies, the IGI was designed to join "is" and "should be" responses to a series of goals statements. As a result it could be used to identify goals and to establish perceptions of priorities. The Inventory identified outcome goals and support goals, the latter being defined as essential in order to achieve the desired outcome goals. The outcome goals formed the framework for translations of goals into performance objectives which could serve as a basis for evaluation.

Uhl (1971) combined a modified Delphi Technique with the use of this experimental version of the IGI. The IGI was used in place of the open-ended listing of ideas which was the usual first step in a Delphi approach. The Delphi approach was then followed, feeding back the data from the IGI.

Uhl indicated that the technique was considered successful from at least two viewpoints: (1) the number of questionnaires completed was high. Ranging across the three uses of the IGI, the respective percentages were 85, 78 and 75 percent, and (2) the number and types of comments made indicated a high interest.

A member of general conclusions were possible at the end of the study:

1.   The techniques were instrumental in producing a convergence of opinions among individuals and groups at each institution. This degree of consensus was best in the third questionnaire where respondents rated the present importance of goal statements.

2.   As in previous studies (Gross and Grambsch), the preferred goals of administrators were closest to faculty, and the preferred goals of students and faculty were very similar.

These uses of the IGI show the Inventory's potential for application in institutional goal assessment and also in examination of goal priorities between different institutions. This latter approach suggests that goal analysis across a post-secondary system could be used to assess, not only goals in each institution, but also the goals and priorities for various subsystems. Such a possibility yields potential for beginning to deal with issues of institutions and sub-system roles and mandates, considerations essential to coordination of a diverse and comprehensive system. This is particularly so when responses to a goals inventory are elicited from the community, as well as from internal constituents of institutions within a post-secondary system.

Such a system-wide use of the IGI occurred in 1970 when the Joint Committee on the Master Plan for Higher Education was given the broad mandate to review any and all facets of California higher education. In 1972 the Joint Committee struck a final Study Plan which incorporated a plan for each institution to systematically examine its institutional goals and priorities. In cooperation with the Educational Testing Service, and under the direction of Richard Peterson (1972), a plan was devised to use the IGI as the inventory for this major undertaking.

The objectives of this undertaking were four in number:

1. To gather relevant data from state campuses for use by the Joint Committee in preparation of a statement of purposes for California higher education; 2. To survey lay citizens for the same reason; 3. To enable close to 24,000 people associated with California higher education to register their opinions about higher education goals, and 4. To provide an opportunity for internal self study on each campus.

Needless to say the study was highly complex in its logistics. To detail this material here would be counterproductive. It is sufficient to report that 116 out of 177 campuses actually participated. They represented the complete range from a variety of public community colleges, state colleges and universities to private institutions. The wealth of data and information provided from the responses to the twenty goal categories of the IGI by individuals, by individual

institutions, by subgroups of individuals, by subgroups of institutions, and by total system were again too overwhelming to report. It is worthwhile to briefly detail the five general policy implications that emerged from the study.

1. <u>Diversity and homogeneity</u>. The "Is" responses to the study indicated that there was considerable similarity and homogeneity among institutions. Furthermore, the "Should Be" pressures were generally in the direction of even greater homogeneity. The study argued that homogeneity or a press for all campuses to become "general," "balanced" or "comprehensive" was not in the best interest of students in a diverse, pluralist society. There needed to be greater attention paid to planned diversity.

2. <u>Constituent group commitment to basic goals</u>. There were good levels of internal agreement about preferred institutional priorities in community colleges and private institutions. This was not the case for the state colleges and universities.

3. <u>Goals as dictating structure</u>. Though not a conclusion of the study, the authors reiterated the prevailing feeling of organization theorists that insitution goals should prescribe not only functions, but also structural and governance procedures. Consequently, if institutional diversity was a system policy, then one would expect to find not only curricular specializations based on unique institutional roles, but also a variety of organizational arrangements.

4.   <u>The need for public understanding</u>. The study clearly indi-
cated that the public was out of sympathy with what they perceived a
number of institutions to be doing. The most difficulty was with
Process goals. The authors concluded that lay people can and will
accept institutional goals if campus officials will make the effort to
communicate. In general, there was considerable agreement between
off-campus citizens and various on-campus constituencies regarding
campus goals. Almost all groups agreed on high importance for
instilling in students an intellectual orientation. Considerable
importance was also placed on full development of the human personality
and job training. Equally important as the Outcome goals, was the
Process goal labelled "Community." Regardless of which Outcome
goals were emphasized, there was universal agreement that campus
life should be characterized by cooperation, mutual helping, respect
and trust.

The GOALS Simulation

In addition to work being conducted on the IGI, recent work
(Baker and Brownell, 1972) sponsored by the National Laboratory for
Higher Education, and based on dissertation work by Baker (1972), re-
sulted in the GOALS instrument. GOALS is employed in a workshop setting
including participants drawn from faculty, administration, students,
and citizen groups. Based on a card-sort technique and on face-to-face
negotiations and communication, the instrument attempts to accomplish
the task of goal-setting in a one-day workshop.

Baker's study had two purposes important to my study:
(1) To develop a community college goals inventory, and to develop
a simulation technique for use in association with the inventory, and
(2) To adapt the inventory and simulation to the Delphi Technique.

As well, the study contrasted open communications versus controlled
feedback. As a pretest all participants assigned priorities to thirty-
nine goal statements in a simulation game. The sample was then
randomly split into two groups. Group A assigned goal priorities
on a team basis using negotiation procedures and a set of consensus
rules. Upon completion of the team work individuals were allowed
to compare their original responses to the team results. A final
individual assignment of goal priorities was completed. Group B
continued their pretest role as individuals but were given only the
modal responses of Group B. These modal responses were compared to
individuals' pretest responses and a second assignment of goal
priorities was completed. A common posttest was administered one
month later.

Findings supported the conclusion that there was an overall
convergence of the entire sample between the pretest and the second
test. Similar results emerged from the posttest, although the one
month interval had eroded the degree of the convergence.

The following conclusions were reached from analysis of the two groups:

1.   The overall convergence of the open communications group (A) was significantly greater than Group B on Instructional Ends Goals.

2.   Groups B's convergence was significantly greater on Overall Purpose Goals.

3.   On the Management Support Goals there was no statistically significant difference between the two groups.

4.   During the intervening month both groups moved towards pretest levels of variance with Group B showing the largest change.

In general the study concluded that:

1.   A simulation can successfully be used as a goal-setting technique.

2.   Participants who received information on the modal response of their group had lower levels of convergence than individuals working in teams.

On the basis of further tests in community college environments in North Carolina, Texas, Virginia and Florida, the GOALS instrument was validated as a realistic instrument for integrating institutional and individual purposes in consensual agreement as to: (1) Overall Purpose Goals, (2) Instructional Ends Goals, and (3) Management Support Goals.

Peterson (1971: 14-16) has suggested that institutional goals have a number of intra-institutional and system-wide uses. In particular, goals: (1) are fundamental to policy, (2) can function as general decision guides, (3) are essential to any planning efforts, (4) are vital to the wise use of Management Information Systems, and (5) are necessary first-steps in institutional evaluation and renewal.

In terms of the needs of Red Deer College at the time I conducted the OD intervention reported in this dissertation, focus on goals for the purpose of evaluation and renewal was an issue of high priority. Both the IGI and the GOALS were to prove their value in designing the intervention. The developmental studies reported above have all dealt with combinations of concepts related to goal assessment, participation and data feedback as ways of reviewing institutional purpose. Again, some of the combinations and uses of the instruments were germane to the methodology of my intervention at Red Deer.

In spite of the fact that a wide variety of goal studies in higher education were reviewed, only two validated instruments were identified. From my point of view the existence of the IGI and the GOALS was indeed fortunate. It does, however, serve to highlight the need for additional study and research on the use of these instruments in a variety of situations since it seems quite apparent that institutions of higher education will find it increasingly necessary to articulate their goals as a basis for public understanding and support as well as for directing their present and future work.

Chapter 4

RESEARCH PROCEDURES

INTRODUCTION

Consistent with the conceptual framework presented earlier, a
major characteristic of the research procedure was flexibility. While
the basic intention of the procedures remained constant, the concepts
of field method and organization development required that means for
implementing the research procedure be responsive to feedback from
both the researcher's activities in the organization and feedback
from organization members. Consequently, this chapter represents the
basic statement for a flexible research procedure. Modifications
to the procedures will be reported as part of the findings of the
project. Nevertheless, the basic framework of the research procedure
remained constant.

The major subdivisions of this chapter deal with the framework
for reporting on the intervention, instrumentation employed, the
collection of the data, and final treatment of these data.

FRAMEWORK FOR REPORTING OBSERVATIONS OF THE INTERVENTION

The following set of phases was used to organize and report
the researcher's observations on the intervention. While the stages
were separated conceptually as logical parts of a development activity,

71

in actual practice they were interactive. These steps were drawn to-
gether from intervention writing by Argyris (1970) and comments on
the OD process by Schien (1969).

Initial contact with the College

Basically this phase permitted the isolation of events related
to first contact between myself and officials of Red Deer College.
Highly exploratory in nature it dealt with initial discussion of a
possible problem and potential ways I might have had in mind to deal
with the problem.

Entry to the College

This phase dealt with more formal and serious discussions with
college officials. A draft methodology was dealt with in terms of de-
fining relationships and selecting a setting and method of work.

Data Gathering and Intervention

This phase was not discrete from the first two in the sense that
data collection on the process was already underway in the above two
phases. It was at this phase, however, that collection of data on per-
ceptions of goals was begun. These data were to be used to examine the
impact of participation and information in the goal-setting process.
As well, the collection of goal perception data is the beginning of
actual intervention which leads to participation and information feed-
back. The IGI and GOALS instruments are employed in this phase.

Participant Response to the Intervention

This phase dealt with the response of participants to the data on perception of goals which was fed back in the later stages of the study. Primarily, however, this phase focused on the ways in which individuals responded to such things as the over-all study, my participation in the study, and the value of the work.

INSTRUMENTATION

The Institutional Goals Inventory (IGI)

This instrument was developed by Educational Testing Service from a series of empirical investigations of college and university goals. It was used in step three above to provide goals perception data at the beginning of the study, after the participation activity, and after the feedback of information in order to determine if these activities had any impact on individuals' perceptions of goals.

On the basis of the studies reported in Chapter Three a number of presumably discrete statements related to college and university goals was developed into the Institutional Goals Inventory. The Inventory had ninety items designed to elicit respondents' perceptions of goals within the institution. Individuals were asked to respond to the items by ranking them on a five-point scale of importance. Responses were requested both in terms of what was perceived to be (Is) as well as what was considered desirable (Should Be). These

ninety items were then factor analyzed into twenty scales or goal areas. In turn, these twenty goal areas were subdivided into two types.

Outcome goals were the ends the institution sought to realize, and Support goals were the goals which, when attained, facilitated reaching the Outcome goals. Academic Development for example, is one of the Outcome goals made up of items 1, 4, 6 and 9. It is defined as follows: this goal has to do with the acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. This Outcome goal is defined by response to four items from the IGI. Item one is one of these items, and it reads: to help students acquire depth of knowledge in at least one academic discipline. Freedom is one of the Process goals made up of items 54, 57, 60 and 63. It is defined as: protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activity by faculty or students, and insuring faculty and students the freedom to choose their own life styles. This Process goal is also defined by response to four items. Item sixty is one of these, and it reads: to place no restrictions on off-campus political activities by faculty or students. The version used in this study was modified by simply changing obvious references to the United States to more appropriate references to Canadian institutions. No refactoring of the items was performed.

A modified copy of the Inventory is included in Appendix A and descriptions of the twenty goal areas with their composite items identified are included in Chapter Six.

Goal-Setting for Organizational Accountability: A Leadership Strategy (GOALS)

The GOALS instrument (N.L.H.E., 1972) was the major focus of the participation aspect in this study and, as such, was a major activity in the OD intervention of this study. The GOALS was used in a one-day staff development activity with the intention of providing an opportunity for individuals in the College to learn about goal setting in the context of negotiation and open interaction. As a result the GOALS provided a simulated opportunity for integrating individual and institutional purposes in consensual agreement as to:

1. Overall Purpose Goals. These goals deal with the overall purpose or program of College education, and there were six in the instrument. As an example, one of these overall goals is entitled, Operating a Comprehensive Student Personnel Services Program. It is defined as follows: services designed to facilitate educational, vocational, personal, and social decision-making and growth.

2. Instructional Ends Goals. These goals focus on specific outcomes that can be demonstrated by performance. There are twenty of these goals in the instrument, and, as an example,

Increasing Basic Skills is defined as follows: the extent to
which students are able to demonstrate basic skills across several
broad fields (reading, writing, speaking, etc.).

3. Management Support Goals. The goals are administrative
commitments required to fulfill the Instructional Ends Goals. There
are twenty of these goals; as an example, Reducing Student
Attrition is defined as: the degree to which students remain
in college until goals are met -- the demonstrated ability of the
college to reduce student drop-out rate.

A glossary of all the goal items is included in Appendix B.

In a simulation setting participants were asked to rank order goals
in three stages. The initial stage required individuals to separately
priorize the goals by allocating percentages of effort to each goal.
The percentage of effort could be allocated in units of zero, one, three,
five, seven, and ten percent. A separate allocation was done for
Ends and Support goals and the percent of effort could not exceed one
hundred precent for each type of goal. Overall Purpose goals were
simply ranked.

The second stage involved a face-to-face interaction between
the same participants grouped into teams. The groups were encouraged
to employ open communications, bargaining, and other techniques to
achieve consensus on the allocation of effort. The negotiations and
open communications required to achieve consensus in small groups

constituted what might be termed the major learning portion of the task. The third stage asked individuals to once again do a private ranking of goals and allocation of effort after the group activity.

This process was not followed precisely in the present study. The third stage was eliminated since, for purposes of this study, the group activity was the important stage.

COLLECTION OF THE DATA

Two kinds of data were collected in this study. One type of data came from my observations on the process used in the study. These data were collected in the form of recollections, anecdotes and events I recorded during and after days spent in the College. The data comprised a record of efforts to summarize objectively the events and processes which were occurring as I conducted the study.

From the GOALS and the IGI, responses were generated which could be quantified into means and then subjected to feedback or statistical analyses. The primary source of data for statistical analyses came from responses to the IGI after individuals participated in the GOALS activity and after they had received information feedback. The data from the GOALS questionnaire were only used as part of the information feedback in the overall process.

With these two data streams identified it can be noted that the study was planned so that the data would be collected throughout a series of seven phases. These phases are presented graphically in Figure 1.

Figure 1

Phases of the Organization Development

Intervention in Red Deer College

October to
December, 1973

January, 1974
- week one

February, 1974
- week one

March to mid-April, 1974

February, 1974
- week two

April, 1974
- week two

April, 1974
- week three

Orientation
to Red Deer
College and the
researcher

IGI Pretest

GOALS Process

IGI Posttest 1
Split Half of
Pretest

Generation of Information-
Allocation Measures

Feedback of Goals
and Allocation Data

IGI Posttest 2
Split Half of
Pretest

Stages of the Intervention

The following stages were followed chronologically.

1. Orientation. The major purpose of this phase was to allow the researcher to become a "participant" in Red Deer College. Contextual information on Red Deer College will be presented in Chapter 5. The orientation to all the major groups in the College involved an opportunity to outline the intervention, to identify the level and extent of involvement for each group, to identify the research style, to highlight the researcher's expectations, and to permit feedback to the researcher. At this phase the researcher undertook to become involved in other activities in an effort to further legitimate his presense in the College. This involved a preliminary market survey to determine the feasibility of developing a new program. This phase began in late September, 1973 and concluded at the end of classes in December, 1973.

2. IGI Pretest. When the researcher felt that the orientation had been accomplished, but before any specific goal-related activity had occurred, a pretest of the IGI was administered to all participants. This occurred at a staff development day in the first week of January 1974.

3. GOALS Process. This stage involved a staff development day in the first week of February, 1974. The activity centered on the GOALS instrument and it conformed to the following steps:

1.   A brief statement on goals in organizations was presented by the researcher;

2.   A clarification discussion of the GOALS activity goal statements which had been distributed prior to the workshop;

3.   The first individual sort of the goal statements and compilation of responses on summary sheets;

4.   A group sort in groups of six with a representative from the Board, Administration, Students, Faculty and Support Staff in as many groups as possible. All nineteen groups turned in summaries of their sort and this was presented at a later stage as part of data feedback.

4.   IGI Posttest 1. A week following the staff development day the IGI was administered to a random selection of one half of all participants who qualified by: a) initially responding to the IGI, and b) participating in the GOALS activity. Only half of this group was used to obviate the necessity for individuals to respond three times to the IGI.

5.   Generation of Information -- Allocation Measures. During the above phases, and for a time following the second use of the IGI, work on generating allocation measures was conducted. These allocation measures involved a cost analysis which generated program costs per student and per student contact hour, total direct instruction costs and support costs.   The definitions and methodology are included in Appendix C.

6.   Feedback of Goals and Allocation Data.   At this point all data generated thus far, both IGI results by College and by groups, the individual and group sorts from the GOALS activity, and the allocations data were summarized into a package, for distribution to all participants.   These data were to be reviewed in the light of how individuals had responded to earlier IGI tests and the GOALS activity. Additional note was to be made of possible comparisons with the data from the IGI and the cost allocations data as two different ways of representing college goals.   The data package is included in Appendix D.

7.   IGI Posttest 2.   Shortly after the information package was distributed, a final administration of the IGI was conducted with the remaining half of the qualified participants.

The Sample

All individuals from the Board of Governors, the Administration, the Faculty and the Support Staff of Red Deer College were asked to respond to the first use of the IGI.   A sample was used from the student body.   Sampling also occurred with respondents in the second and third administrations of the IGI.   Those individuals who had returned responses to the first IGI and who had taken part in the GOALS process were randomly split for administration of the first and second post-tests of the IGI.   The numbers for these groups are reported in Table 1.

Table 1

Numbers and Percentages of Responses to the Three
Administrations of The Institutional Goals Inventory

RED DEER COLLEGE	FIRST IGI ADMINISTRATION			GOALS PARTICIPANTS	IGI POST-TEST 1			IGI POST-TEST 2		
	Sample	f	%f		Sample	f	%f	Sample	f	%f
Board	8	4	50%	4	3	3	100%	4	1	25%
Administration	10	9	90%	7	4	3	75%	3	1	33%
Faculty	56	53	95%	46	24	20	83%	22	12	55%
Student Council	21	13	62%	10	5	5	100%	5	1	20%
Support Staff	41	36	88%	22	11	9	82%	11	4	36%
Total College	136	115	85%	89	47	40	83%	45	19	42%
Grande Prairie				N/A						
Board	8	6	75%		3	1	33%	3	1	33%
Administration	10	9	90%		4	3	75%	4	4	100%
Faculty	17	14	89%		7	7	100%	6	6	100%
Student Council	11	9	82%		4	4	100%	5	2	40%
Support Staff	10	9	90%		5	3	60%	4	2	50%
Total College	56	47	84%		23	18	78%	22	16	73%

The major groupings used in the study are identified below.

Board of Governors.   This was the governing body of the college.
The President was included in this group due to his statutory position
on the Board and also due to its small size, eight members.

Administrative Personnel.   This group included people who:

- plan, organize, direct, coordinate and/or control the activities
and personnel of the college;

- make key organizational decisions;

- supervise the work of other personnel, and

- do not work directly with students in an instructional capacity.
This group had ten individuals in it and included the Director of
Programs, the Director of Finances, all Coordinators, the Director
of the Data Centre, and the Registrar.

Instructional Personnel.   This group had 56 individuals in it and
included all instructors, guidance counsellors, and the librarian.

Students.   The Student Council, as a sample of the student body,
comprised a group of twenty-one individuals.   The key factor in this
decision was the need to have a group which could be easily identified,
contacted and involved in the group participation with GOALS.

Support Staff.   This group had 41 members and it consisted of
all secretarial and clerical personnel, teacher aides, technicians,
and maintenance staff.

Comparison Group. Although this study was limited to Red Deer

College, an attempt was made to consider such environmental factors

as government policy and economic conditions and for two administrations

of the IGI to each person. For these reasons a comparison group was

selected and this group responded only to the three administrations of

the IGI.

The Board of Grande Prairie Regional College agreed to participate,

and the same basic groups participated. Every member of each group ex-

cept faculty and support staff were asked to participate. Participants

from faculty and support groups were randomly chosen by the researcher

so that representation would be included from all teaching and support

areas of the College. This was a conscious effort to ensure response

through face-to-face contact with all individuals participating. Such

contact with everyone in the Grande Prairie College would have been

very difficult since only one visit was possible and since the major

track was in Red Deer College.

It is important to recognize that the use of Grande Prairie

cannot be viewed in any strict research sense as a control college.

While there were initial expectations to use the Grande Prairie data

in this way, the collection of "soft" quantitative data in a design

which emphasized the researcher's conscious interaction with the

organization did not justify the application of strict experimental

design concepts like control. Furthermore, as I have already attempted to explain, the goals data at Red Deer were designed to give insight into the process of the study and in this sense the intervention should be viewed as a case study. For these reasons, use of rigorous statistical comparisons between colleges was not emphasized in attempting to generate comprehensive answers to the question of group process and information impact on perception of college goals. Consequently, except for the Red Deer and Grande Prairie responses reported in Table 1, other Grande Prairie data on mean scores and ranks are reported only in Appendix E. Limited use of statistical analysis was carried out on Grande Prairie data, and this too is reported in the Appendix. Specific reference will be made to these data in Chapter Six.

The Response

Red Deer College. The sample for the first administration of the IGI in Red Deer College represented, except for the students, the total numbers of the various groups identified. Their responses are summarized in Table 1. Four (50%) out of eight Board members responded, and 53 (93%) of the 56 faculty returned questionnaires. For the Administrative group the population was ten and responses were received and used from nine (90%) individuals. Responses were received from 12 (57%) of 21 students, and 37 (90%) of 41 Support Staff responded. In the Total College the response was 115 (85%) out of a total of 136 individuals.

Respondents for the first post-test of the IGI were drawn from those who had initially responded to the IGI and who had also participated in the GOALS simulation. This sample numbered 89 individuals and they were randomly divided in approximate halves to give a sample of 48 for the first post-test. From this group all three of the Board responded, as did three (75%) of the four Administrators. Twenty (83%) of 24 Faculty along with all five Students and nine (82%) out of 11 Support Staff also responded. Throughout the total college the response for the first post-test was 40 (83%) out of 48 individuals.

Respondents for the second post-test were simply the remaining half of the GOALS participants who had not responded to the first post-test. This group totaled 45 in number. The major reason why the two N's from the post-tests do not add to 89 is that the Board group was used in both of the post-tests since the initial number (4) of members qualifying was too small to subdivide. One (33%) Administrator out of three and one (25%) Board member out of four returned responses. Twelve (55%) out of 22 Faculty responded, as did one (20%) out of five students and four (36%) out of 11 Support Staff. Response from the Total College in the second post-test was 19 (42%) out of 45 individuals.

The level of response on the third administration of the IGI was very low. Explanation for it likely lies in two areas. The

final test of the IGI was administered late in the semester. Classes were ending and all the work of grading papers and preparing for examination was underway. Furthermore, the data feedback package accompanying the IGI was very large. It would have required two to three hours to study and digest. The whole study had been underway for a long time and this plus the responsibility of digesting the package prior to response was sufficient to reduce the level of response.

Grande Prairie College. The procedures for choosing the respondents here were explained earlier. All but the Faculty and Support Groups were total populations. Again the groups for the two post-tests were randomly divided.

In the first administration a total of 56 participants were asked to respond. Within this total, six (75%) of eight Board Members and nine (90%) of ten Administrators responded. In the Faculty group, 14 (89%) of 17 returned questionnaires, and nine (82%) of eleven students did so as well. Out of ten Support Staff eight (80%) responded. Throughout the Total College the response rate was 46 (82%) out of 56 individuals.

For the first post-test 24 individuals received the IGI, and, within that group, one (33%) of three Board Members returned questionnaires. Three (75%) of four Administrators and all seven Faculty also replied. All four students responded and three (60%) of five Support Staff did so as well. In the Total College, 18 (78%) of the total 24 replied.

In the second post-test the total response was 22 and of this number all four Administrators replied. Again one (33%) of three Board members and all six Faculty responded. Two (40%) of five Students and two (50%) of four Support Staff also returned questionnaires. Throughout the total group, the response for post-test two was 16 (73%) out of 22 individuals.

TREATMENT OF THE DATA

Consistent with the two major sources of data, two basic treatments were used: one descriptive, the other statistical.

Process Description

This treatment of the data lay in categorizing the researcher's personal observations on the process used in the study. The framework used to organize these observations was presented at the beginning of this chapter.

Statistical Analyses

The data from the three responses to the IGI were in the form of item responses and scale scores for each individual. These scores, in the form of group and total college means, were susceptible to statistical analysis. Before identifying the specific analyses employed, it is important to recognize the reasoning used as a basis for certain choices.

In the first place, the data generated in this study were immense. The full complement of interesting and useful comparisons on a statistical basis was simply too large to be usable in a meaningful and readable report. Consequently, decisions had to be made to reduce the amount of data used for comparison and inclusion in this report. Two sets of criteria were employed to arrive at this reduction.

The first set related to the second subset problem raised in Chapter One: "What were the impacts of participation in goal-setting and information feedback on the perception of goals within the College?" Basically then, comparisons had to be employed which dealt with responses before and after the participation and information feedback activities.

The second set of criteria related to the variability of form in which the data occurred. Specifically, responses were broad enough in Test One to permit the use of data by group and by total College. Beyond Test One, however, the size of some groups was such that a fifty percent return rendered the number too small for useful statistical comparison. This occurred between Test One and Two, when Board and Administrator responses had to be collapsed to a single group. Consequently, the five groups of Test One no longer existed in Test Two, thereby making consistent comparison difficult.

The overall design of the study called for no more than two individual responses to the instrument. This necessitated splitting

the population for the administration of Tests Two and Three. This further reduced the viability of maintaining statistically respectable numbers of respondents in each subgrouping. The only major grouping which remained useful throughout the study was the Total College score for each Test period.

Information about changes between the three tests came from the All College scores. The two approaches to statistical analysis were analysis of ranks using Spearman's rho and the analysis of variance.

Analysis of ranks. This first approach relied on the fact that mean responses on each of the twenty goal statements permitted a collapsing of interval into ordinal data. This allowed the rank ordering of the "Is" and "Should Be" scores for each of the three tests. In view of the fact that analysis using interval data were also conducted it should be made very clear that the Spearman's rho approached the study questions from a unique perspective. This analysis of ranks examined the impact of group process and information on perception of goals by focussing attention on the rank relationships between the goal statements. The interest was to know if the group process or the information feedback had an impact on the relative positions of the goals with respect to one another. From this perspective, use of ordinal data and Spearman's rho was an appropriate analysis.

Spearman's rho with tied ranks was used to compare the ranking of the twenty "Is" goal statements between Tests One and Two (impact of group process), and Tests Two and Three (impact of information with group process and elapse of time held constant. Similar comparisons were performed on the twenty "Should Be" goals. The critical values of rho were then examined to determine the statistical significance between the above comparisons.

T tests. The assumptions for interval data were also satisfied by the All College mean responses. Using the differences of means procedure it was possible to examine the impact of group process and information feedback on perception of goals by applying the t test to means resulting from individual responses to the goal statements. Comparisons for which the level of measurement is interval, the t test provides a basis for determining the statistical significance of observed differences. It was assumed that the scales of the Institutional Goals Inventory met the underlying requirement of being interval scales with "equality of intervals" (Ferguson, 1971: 15) which were additive in nature.

The t test for correlated samples was used to compare the "Is" responses between Tests One and Two. Similar use was made of the t test for comparison of the "Should Be" responses. The correlated application of the t test was used in this instance since the respondents

in Tests Two and Three were randomly split halves of the group in Test
One and the resulting variances from Test One were not independent
(Ferguson, 1971: 183). The correlated application of the test was
also used in all comparisons of "Is" and "Should Be" responses. The
level of significance used in all these instances was 0.05, although
all results were reported.

The t test for independent samples was used for comparison of the
"Is" scores between Tests Two and Three and the "Should Be" scores
between the same two tests because the comparison groups represented
two independent samples (Ferguson, 1971: 187).

This test is inappropriate when population variances differed
markedly and, while homogeneity was assumed, it was tested in all
cases. Where necessary the Welch t was computed.

Comparisons. While analyses of ranks and variance constituted the
primary statistical analyses, it is necessary to identify the comparisons
used to examine the problems related to the impact of group process and
information feedback on the perception of goals. Essentially the same
comparisons were conducted with each of the two types of statistical
analysis. Between tests the significant differences for the "Is"

responses were examined. The same comparisons were performed for the "Should Be" responses between tests. Specifically, the between test comparisons dealt with the study problems as follows:

1. A comparison of Tests One and Two dealt with the impact of the group process.

2. A comparison of Tests Two and Three held the group process, and elapse of time common to both tests and showed the impact of information.

"Is" and "Should Be" comparisons examined and recorded the significant differences between "Is" and "Should Be" responses for each separate test. A descriptive examination of the shifting patterns of "Is"/"Should Be" differences was conducted.

1. Shifting patterns between Tests One and Two gave information on the impact of the group process.

2. Similarily, between Tests Two and Three, the patterns gave insight into the impact of information with the group process and elapse of time held common.

Figure 2 should help in understanding the information produced by the various comparisons

Figure 2

Test Comparisons Performed to Produce Information on the
Impact of Group Process and Information Feedback

Impact of Group Process	Impact of Information Feedback
Comparison between Test One and Test Two	Comparison between Test Two and Test Three

SUMMARY OF THE CHAPTER

Data in this study came from two major sources. One source was
the researcher's observations about the process used to examine the
perceptions of goals in the college. The other source was the
administration of the IGI to participants over the three testing
periods in the study. The first source produced personal data as a
result of my participation in and observation of the overall process;
the second source produced quantitative data that were subjected to
statistical analyses. These latter data were analysed in an effort to
understand the participation and data feedback portions of the intervention

activity. Taken together, it was my belief that these two types of data yielded a more comprehensive understanding of the OD intervention than would the use of only one of the sources.

The data were collected in a process which emphasized seven steps, and the data came from the participation of five groups: Board members, Administrators, Instructional Faculty, Support Staff and Students.

The researcher's observations were analysed on the basis of five conceptual categories drawn from the literature on interventions in organizations. Statistical analyses relied on use of Spearman's rho for rank correlations to examine the impact of group process and information feedback on the relative relationships between the goal statements. The t test was employed to examine group process and information impact by focussing on the differences between mean responses to the goal statements. Both of these statistical tests relied on comparison of the "Is" responses between tests, comparison of the "Should Be" responses between tests and comparison of the "Is"/"Should Be" relationship for each response period.

CHAPTER 5

RESEARCH FINDINGS — DESCRIPTION OF

THE INTERVENTION

INTRODUCTION

This chapter presents a narrative report on the organization development intervention at Red Deer College. It is written personally as a reflection of my efforts to note the interaction which took place between individuals and groups and myself throughout the course of the intervention. These personal data were reviewed both during and after the intervention in an attempt to understand how the interaction between myself and College participants worked to modify the intervention process.

In order to arrive at a more objective point of view my anecdotal records of the process were reviewed according to a series of intervention processes abstracted from OD writings reviewed earlier. This chapter begins with a brief historical context for Red Deer College in the period preceeding this study. The balance of the chapter organizes my personal data into four areas. The first area relates to initial contact with the college. The second deals with the process of entry to the college in order to define relationships, select the setting and clarify the method of work. The third area attends to the actual process of data gathering and intervention and the final process considers participant response to the study.

CONTEXT

This study was conducted through the fall of 1973 to the spring
of 1974. The timespan was roughly equivalent to the 1973-74 academic
year, although initial entry to the college occurred in late September,
1973, a few weeks after classes had begun.

For a year and a half the college had been going through severe
internal stress. The exact beginning of the problem would be impos-
sible to identify with any degree of certainty. While the issues have
since been thoroughly examined, they are not the subject of this study.
It is sufficient to say that, on March 7, 1972, the Minister of Ad-
vanced Education announced the appointment of a public inquiry into
the affairs of Red Deer College. Dr. T.C. Byrne agreed to act as a one-
man commission.

The inquiry concluded on May 11, 1972 with the presentation of
the Commissioner's Report (Byrne, 1972) to the Chairman of the
Executive Council. While the details of the inquiry are not the focus
of this study, there is some value in noting a summary of the fourteen
recommendations made by the Commissioner.

Recommendations were made in three areas: the appointment of an
administrator, changes in administrative structure and contract nego-
tiations. Specifically, it was recommended that an administrator, with
all the powers of both Board and President, be appointed for at least

a year. Two new administrative positions, a Dean of University Studies
and a Dean of Programs were recommended; the positions of Vice-President
and Director of Continuing Education were to be declared redundant; a
search and selection process based on Academic Council was to be insti-
tuted for a new President; and practices of open budgeting established.
Contract negotiations for the years 1972-74 were recommended to continue
between the Administrator and Faculty.

On June 5, 1972, the Executive Council appointed Dr. R.G. Fast as
Administrator for Red Deer College. Dr. Fast remained as Administrator
until May 22, 1973. As a consequence of his appointment and eleven
month tenure, Dr. Fast prepared a report (Fast, 1974) detailing his
activities at the college. Some of the major points from his report
are noted below.

Commissioner Byrne (1972) had identified a wide variety of problems
in the college. They ranged across such issues as: polarization in
the college; breakdown in communication; confusions between power,
authority and decision-making; style and process of institutional
management; personality conflicts; union-like control of faculty member-
ship; financing and budgeting in a closed fashion; policy development;
vague job descriptions and weak community interaction.

In dealing with this wide range of problems the Administrator
(Fast, 1974: 2-9) made decisions in a variety of areas. Personnel
changes were effected through a combination of resignations, terminations

99

and dismissals. The problems of power, authority and decision-making were initially approached through the dissolution of the existing structure and commitment was made to flatten the structure, shorten lines of communication and thereby take a major step towards the re-establishment of trust and confidence in the college. A new structure was established based on a detailed statement of philosophy, function and goals for the college, a review of comparable structures elsewhere, and consultation with the Interim College Council.

The positions of Vice-President, Senior Instructors and Program Chairmen were abolished. The positions of Director of Programs and Program Development Officer were established. Two new career program departments were established bringing to five the number of program departments. Chairmen of these departments were designated as Administration. The Librarian was made Coordinator of the Learning Resource Centre; and he was to report to the Director of Programs.

Financial problems were primarily alleviated through a three and one-half hour increase in average teaching load. Budget procedures were modified to represent sound modern practice with emphasis on an open process of budget building based in program departments. The Administrator's final step lay in establishing a process to appoint a new Chief Executive Officer. Criteria for selection were determined and a selection process using representatives from major college groups was established. This culminated in the appointment of Dr. W. Forbes

as President of Red Deer College on July 1, 1973. With the appointment
of a new Board and the beginning of the President's tenure, the position
of Director of Programs was filled and the college was again moving
on a normal course.

It was late in the Summer of 1973 that I made initial contact with
the college through the new Director of Programs, Dr. G. Kelly. Given
this background, it is now appropriate to review the process of the
study which grew out of this initial contact.

INITIAL CONTACT WITH THE COLLEGE

Initial contact began through a single individual and ultimately
developed into a series of events. It was this series of events which
was more appropriately identified as the "initial contact."

The first contact was with Dr. Kelly in early September, 1973, at
the University of Alberta. He was completing his doctoral research
and had been recently appointed as Director of Programs at the
College. At that time a discussion took place in relation to the
researcher's dissertation topic, and how it might relate to the needs
at Red Deer College. The discussion ended with an agreement that a
detailed outline of the research be prepared and sent to Red Deer
College for examination by Dr. Forbes and Dr. Kelly. A copy of this
outline is included in Appendix F.

A meeting was arranged for October 3, 1973 with Dr. Forbes and
Dr. Kelly. This meeting dealt with the outline of a proposed project.
(See Appendix F). Dr. Forbes made an important observation during this
meeting which resulted in a significant modification to the group aspects
of the study. Dr. Forbes observed, in relation to the orientation
phase of the study, that effective use of the IGI required a fairly
sophisticated understanding of how goals functioned in an organization.
He was quite convinced that the staff of Red Deer College did not have
this understanding.

Consequently, discussion was directed to ways in which participants
might be familiarized with a conceptual framework for organization goals.
There was concern that this sensitization should focus on some experiential
activity. Both Dr. Forbes and the researcher were familiar with the
GOALS simulation and it was agreed that this technique would be
examined as a possible method for achieving both the group activity
of the study and the familiarization process.

My orientation to the college and ongoing participation in some
real activity in addition to the study was also discussed. This activity
was agreed to be necessary to legitimate further my presence in the college.
In principle, it was agreed that I would work in an area related to program
development; specifically, to research the viability of a tourism program
and prepare the initial program proposal for submission to government.

The details were to be worked out with Dr. Kelly, as were arrangements for a physical location in the college. All agreed that these types of arrangements were important to: legitimate my presence in the organization, put me in a position to begin learning the daily routine of the college and make the goals intervention visible to staff so they would come to recognize that I was trying to do work for the whole college and not just the administration.

The concluding item in this discussion related to how the study would be characterized. I stated a strong desire that the activity be action-oriented with a focus on the goals problem agreed to earlier. Emphasis was placed on the problem-solving focus of the study. I would attempt to generate data relevant to goal identification but I did not want to be perceived as a one-person problem-solver. The study would strive to provide information on college goals as presently perceived and as desired. Furthermore, my attempt to discuss the intervention widely in the college and the participation exercise would be an important step towards creating an atmosphere of openness which could encourage participants to make their own choices about the college's purposes.

The meeting was warm and cordial and, in spite of the fact that it was my first meeting with Dr. Forbes, I felt accepted and I was happy with the consideration given to the study proposal. The meeting ended with an agreement to meet with Dr. Kelly to fully explore the GOALS simulation, finalize arrangements for the program research and locate a desk and an office for me.

The next visit occurred in mid October, 1973 with Dr. Kelly. The meeting dealt with two major areas: the place of GOALS in the study and my program development responsibilities. Discussion of the GOALS revolved about its operation and the interpretation of such terms as "instructional effort" and "resources" used in the simulation. Participants in this simulation are asked to allocate portions of "instructional effort" in order to rank a series of previously ident- ified goal statements. It did not matter whether "instructional effort" was perceived only in a fiscal sense or was viewed as an allocation of personnel through expenditures. The first allocation of these resources in the GOALS was to be done by individuals using their own interpretations. The second allocation was to occur in groups where individuals would have an opportunity to see how others interpreted terms, and then to negotiate for various interpretations of terms to produce a subsequent allocation of resources or effort.

The issues related to my program responsibility were identified and it was agreed to work them out gradually as I spent more time in the college. During the rest of the day, time was spent visiting with familiar staff members, and a thorough briefing on the activity was given to the Director of Finance, Mr. Roy Swanson. I was given a desk in the secretarial office next to the Faculty Lounge. It was centrally located, visible to a majority of staff, and accessible to secretarial assistance.

An informal Wine and Cheese party was hosted by the Board of
Governors on the evening of October 12, 1973. I attended with my
wife. The evening was enjoyable and opportunities were taken to speak
informally about the study with a number of individuals. The discussions
were challenging and it became evident that I would do well to adopt
a stance of acceptant, non-judgemental listening.

At this point, it would be useful to indicate what I was listening
for in my interactions. At the most general level I was concerned to
know how individuals responded to my presence in the college since
I was actually involved in the intervention. More specifically,
I was listening to possible demands from individuals and groups that the
process of the study be modified. Closely related to this I was also
using these situations as opportunities to informally check on whether
people understood the purpose of the study and my role in it and in the
college.

Recording of these data was done very simply by attempting to keep
notes of individual or group responses during the interaction. This
was done only where it was possible to do so without disturbing the
discussion. Where this was not possible, notes were made as soon after
the meeting as possible. Observations tended to fall into two basic
categories. One was a straight forward effort to record what had
actually been said. Other observations were more methodological in
nature. These latter observations were attempts to see and record the

implications of the objective events in terms of the overall process I
was implementing. For example, evidence of confusion indicated the need
to undertake further explanation and clarification. These two levels of
observation correspond to the categories of observational notes and
methodological notes identified by Schatzman and Strauss (1973: 99).

Later reflection on initial contact with the college led me
to conclude it was important to maintain a low, but visible, profile
so staff would become aware of me and begin to wonder at the reason
for my presence. This wondering would hopefully result in discussions
with staff who knew me personally and also knew why I was on campus.
Knowledge about the study would gradually be filled in through notifica-
tion by Dr. Forbes and increased discussions between myself and staff.
The problem was to establish a middle ground between "coming on too hard"
and being too quiet and unobtrusive.

At this point I was prepared to begin fairly intensive time in
the college. All details regarding working conditions had basically
been taken care of and accommodation had been provided in order that
two to three days a week could be spent in the college.

ENTRY TO THE COLLEGE

This section considers three major problems which must be solved
satisfactorily in any OD intervention: definition of relation-
ships, selection of setting, and method of work. The definition of

relationships focussed mainly on establishing contact with all the
participant groups in the college; pertinent individuals such as
Chairman of the Board, administrators, student leaders, Faculty Assoc-
iation Executive; and any individual who indicated a desire to talk.
While selection of the setting and method of work had been agreed upon,
contact with groups and individuals, their perceptions and time realities
resulted in certain modifications.

During this period a proposal to my supervisory committee was
completed and the candidacy oral taken. A contract for the program
development was drawn up and work was begun, and all major groups were
visited. Much of this section is devoted to reporting the interaction
with individuals, the resulting perceptions and the subsequent results.
The period runs from late October, 1973 to the first administration of
the IGI following the Christmas break on January 4, 1974.

In the fourth week of October, 1973, two significant contacts were
made: one with the Students' Executive and another with Dr. Forbes.
The initial student contact was with a variety of individuals in the
Students' Union offices. The Student Association President was un-
available, but the regular meeting times of the Executive and Council
were determined, and arrangements were made to meet the full Council.
The discussion with Dr. Forbes dealt with my initial contact with the
Board and college-wide identification of my responsibilities. In addition,
we discussed the possibility of including process observers in the group
activity of the GOALS simulation to assist with the operation of the

group and record interaction. This would require a "dry-run" with the
Coordinators on the group allocation of goals, and then some instruction
on a checklist of processes to note. The Bales interaction schedule was
suggested by myself as a possible type of checklist.

In early November, 1973, time was spent meeting individuals and
informally discussing my presence in the college. Arrangements were
made to meet with the Board on November 21, 1973 to present the study
and gain their formal approval. Time was also spent firming the method
for the program research and bringing the outline of the research into
final draft format. This draft was to form the basis for a formal pre-
sentation of the intervention to college groups. Time was also spent
assessing the use of computer facilities for cost analysis and scoring of
the IGI. The initial format of the study had proposed an analysis of
space utilization as another expression of goals through allocation
of instructional space. Following examination of these data, the decision
was made not to examine utilization of space in the study due to problems
with reliable measures. Throughout these activities contacts with
individuals continued. These contacts tended to be fairly neutral and
explanatory.

During this early November, 1973 period, an exploratory meeting was
held with the Coordinators and the Director of Finances. The general
outline of the study was presented. My benefits from the study were
clearly identified as Ph.D. research. College benefits were identified

as being an opportunity to: review, encourage a participatory environ-
ment, and contribute towards establishing a direction for the college.
Emphasis was placed on the importance of individuals' input to the pro-
cess of the study. Considerable discussion took place and two major
concerns were isolated. Limitation of the study to college individuals
only was questioned in relation to the fact that the Department of
Advanced Education might have considerably different expectations for
the college. Response to this issue emphasized the fact that the study
was designed to be internal to the college in order to promote a healthy
environment of self-evaluation. Firm knowledge of college-wide goal
perception was emphasized as a basic step in responding to the Depart-
ment in the event that substantially different perceptions did exist in
Edmonton.

Concern was also evidenced about whether the study model would
accommodate an opportunity for individuals who held goal perceptions
different from any consensus which might occur. The simple answer was
"yes."

The meeting was generally very productive and it ended by noting
that the researcher was an "outsider." In view of past situations,
the fact the researcher would have no real "axe to grind" was considered
important. My presentation took about three-quarters of an hour, and
the meeting was a valuable opportunity to note areas where the material
might be shortened. This assisted in a later presentation to a large

meeting of all staff prior to the first administration of the IGI. The
meeting concluded with a promise to arrange future meetings with faculty
in the Coordinators' divisions.

Informal contacts continued with individuals towards the middle
of November, 1973. During this period I applied to join the Faculty
Association as an Associate Member. This gave me access to faculty
meetings and social events.

In the middle of November a meeting was held with the Student
Executive and Council. The rationale and phases of the study were
explained, and a specific request was made for full Council participation.
Use of the Council instead of sampling the full student body was ex-
plained. The reception was warm but likely the most scrutinizing
meeting thus far.

Throughout this early November period the issue of a College
Council surfaced in a number of discussions. Existing college legis-
lation made establishment of such a Council optional, but it did stipulate
that, if the option was exercised, the Council's constitution and
function were to be negotiated with faculty and student representation.
The researcher learned that these negotiations were still underway. An
administratively oriented Coordinators' Council was operating but it
did not include faculty or student representation. The composition
and ultimate operation of the College Council remained under negotiation
throughtout the duration of this research.

By the middle of November the basic activities of the program research had been outlined. This was to be seen as a way of me being involved in the college's ongoing activities and taking some additional responsibility for college problems other than those related to my research. Remuneration was agreed to and I was expected to: 1. do a market-needs analysis, 2. identify an Advisory Committee, 3. develop a program plan and 4. organize an initial workshop. Ten days a month of work were expected with periodic reviews to determine the value of continuation. This work continued from mid-December, 1973 to mid-February, 1974. In that time the market analysis of Central Alberta was completed and names of members for an Advisory Committee identified. It became apparent that a full scale program was not viable and that short-term continuing education activities would be recommended. In spite of this conclusion, drafting of a letter of intent to government was requested. This was done and the program research was terminated on February 8, 1974.

By the third week in November, 1973 arrangements had been established to meet with most faculty groups. The meeting with the Board was held on November 21, 1973 and the agenda material was basically the methodology statement from the proposal. This material emphasized the instruments to be used and the major phases of the study. My participation and college benefits were identified in the verbal presentation and the ensuing discussion.

The board's reaction to the proposal dealt with four areas:

1.   The value of the study was questioned in view of the fact the college was not in a "normal state."

2.   In the context of the first issue, there was a concern about evaluating the college.

3.   In view of recent developments, the value of questionnaires was doubted.

4.   There was concern with the confidentiality of opinions expressed and possible evaluation activities resulting from the study.

5.   The board also wanted to know how I had come into contact with the college.

These were very serious issues to the board and considerable explanation of the study was required to speak to the concerns. Basically, the response to those concerns emphasized the following points:

1.   Whether the college was in a "normal state" was not relevant to the study. The study was not concerned with the normalcy of the environment. Rather, the focus of the study was on providing individuals in the college with information and an opportunity to look inward and to determine what, in fact, was desired to be a "normal" direction.

2.   The study was not designed to evaluate the college in any way. Again the emphasis was on producing information. The only evaluation to be done was on the OD intervention. This distinction was very difficult to make with the board.

3.   The mix of questionnaires and the GOALS process was designed as an effort to offset the limitations of just questionnaire data collection. My presence and participation in regular college activities as part of the research strategy was designed to further offset this limitation.

4.   The expression of controversial or confidential opinions was not to be any part of the study report. The report was designed to examine the impact of the process used to examine goals.

5.   Contact with the college was simply explained as it happened through Dr. Kelly.

Another meeting was held with the support staff immediately following the board meeting. Only about a third of the individuals were present and others had to be contacted personally. The major concern was that the study was a surreptitious way of collecting information for collective bargaining. This was emphasized as not being the case by again thoroughly reviewing the purpose and process of the study.

In the days immediately following the board meeting additional concerns were indicated to the researcher by Dr. Kelly. The concern about evaluation was again emphasized as was the need to speak "at the Board's level" without using theoretical jargon. As a consequence, I agreed to prepare a memorandum to the Board emphasizing the non-evaluative nature of the study, a commitment not to disrupt the college, the type of questions to be asked, and the information which would be generated. Development of the memorandum took a great deal of discussion with Dr. Kelly, indicating real concern to accurately

represent the study to the Board. The first draft was done at the end of November, 1973 and the fifth and final draft was completed on December 11, 1973. A copy of this memorandum is included in Appendix G as is the board's letter approving the study.

It was beginning to become apparent that individuals were having considerable difficulty in gaining an overall concept of the stages in the study. This resulted in efforts later in the intervention stage to repeat this information in simplified verbal and visual ways using a combination of didactic and discussion modes.

The remainder of November was spent meeting with groups and in-dividuals. In some cases where group meetings had been set at the same time as regular meetings, cancellations resulted in the need to meet many individuals separately. This became quite time consuming. Generally in these discussions various aspects of the method were questioned. My initial contact with the college was also questioned regularly. This concern was likely a reflection of the adjustment to a new administration. When the contact was openly explained, the concern seemed to dissipate.

December, 1973, was a "short" month because of exams and the Christmas break. The time was spent making preparation for the first large-group meeting with all individuals to describe how goals are formed in organizations, to answer questions and to distribute the first ad-ministration of the IGI. As well, this preparation dealt with ways to simplify and clarify the overall nature of the study since feedback to

others and to me indicated some lingering confusion. It was considered
necessary to clear up this confusion since a clear understanding was
important to gain the fullest participation of individuals. This initial
contact took place in the morning of a Staff Development day on
January 4, 1974.

A report to Dr. Kelly summarizing activities to the end of Dec-
ember, 1973 is included in Appendix G.

DATA GATHERING AND INTERVENTION

In very broad terms this stage began with the first contact with
the college. For purposes of describing the process, however, I
have chosen to identify the first administration of the IGI as the
beginning of the Data Gathering and Intervention phase. The data
required to analyze portions of the process statistically were not
collected until the first IGI administration. The Data Gathering
and Intervention were basically made up of the IGI Pretest, the
GOALS Process, the IGI Posttest One, Generation of Allocation Data,
Feedback and IGI Posttest Two.

The first administration of the IGI was conducted in a fairly
straightforward manner. Packages were made available to all individuals
through the college mail system. The material was distributed to
faculty in conjunction with the Staff Development day on January 4, 1975.
The study and theoretical basis supporting it were reviewed again on
this day and questions were answered.

The time between this Pretest of the IGI and the GOALS activity was spent continuing to work in the college preparing the allocation data, setting the procedures for scoring the IGI and preparing for the GOALS activity. Letters preparing individuals for the GOALS activity and covering letters with the GOALS material are included in Appendix H.

The GOALS activity was set for February 15, 1974. It had originally been planned for a whole day with all college staff. Pressures of time on board members required that the activity be concentrated into the afternoon of this day. Consequently, the procedure was somewhat modified. Basically the GOALS required an individual sort of goal statements, a group sort and a final individual sort. Since the intervention dealt with the impact of group process on perception of goals, it was decided that the group sort was most important. Individuals were given the GOALS kit prior to February 15, 1974 and were asked to become familiar with it. Individual sorts of goals occurred prior to gathering into groups. Also, original plans to do an interaction analysis of the group sort had to be abandoned due to lack of time and resources to prepare the observers. Groups were constituted in such a way that representatives from each major sector of the college were placed in each group. This was not possible in all cases since the optimal group size had been set at seven and there were only eight board members and not all were in attendance. Each group had a key person in it who had

been familiarized with the GOALS activity. They also acted as recorders of the decisions reached by the groups on the priority of goal statements.

Prior to the February 15th date a "dry run" of my presentation at the GOALS activity was conducted with the Coordinators. This was designed to check the clarity and length of the presentation. As well, the instructions for the GOALS were reviewed. This "dry run" took place in January, 1974 so that modifications could be incorporated prior to the February date. This presentation was designed to again review the study, to give all staff a clearer understanding of how goals are set in organizations, and to explain how the GOALS activity was to be operated. As a consequence of this test run the presentation was shortened and clarified, very simple overhead transparencies were prepared and the GOALS directions were simplified. An outline of this presentation as used at the GOALS activity is included in Appendix H.

Two referees and I circulated among the groups acting as arbitrators in definitional and procedural difficulties. These individuals were graduate students who had already participated in the simulation. A social activity in the form of a no-host Wine and Cheese party was organized for the early evening.

As a result of the precautions taken before the GOALS workshop, the activity ran smoothly. This is not to suggest that it was not a very busy afternoon; it most certainly was. Everyone had the GOALS kits and the first hour was spent explaining how the GOALS activity fit into the overall study and how to use the kit. Questions were

requested and they mainly dealt with the instructions. There was a
cooperative spirit with those who had already been familiarized with
GOALS offering spontaneous additional comments on use of the kit.
Time was then made available for individuals to do their own private
ranking of the goal statements. Individuals then proceeded to different
rooms for the process of setting priorities and allocating in groups.

The interaction in these groups was indeed open and most groups
became quickly caught up in the spirit of the activity in spite of
the fact it was a simulation. This would seem to argue for the fact
that individuals indeed took seriously the role that the overall study,
and, in particular, the GOALS activity could have in influencing the
direction of the college. The general response to the GOALS activity
was exceptionally positive. Additional comments are presented in the
following sections of this chapter.

A week following the GOALS activity the IGI was distributed
to a randomly chosen half of all those who had participated in the
simulation. The covering letter is enclosed in Appendix H.

Much of the time from late February, 1974 to early April, 1974
was spent collecting and scoring the IGI responses, summarizing the
GOALS simulation data, and preparing the cost data. This was
combined into an information package, and in mid-April, 1974 it was
distributed to all College staff. The remaining half of those

who had participated in the GOALS simulation responded a final time to the IGI. Individuals responding to the final administration of the IGI were given two weeks to review the package and return the IGI. Those individual respondents who expressed concern about absorbing the package prior to responding to the IGI were told to take time to review the package before responding even if it meant returning the IGI late. The Information package is included in Appendix D.

By this time it became evident that a final opportunity to discuss the overall results of the process before the end of the 1973-74 year would not be possible. Classes were concluding, exams were in progress and individuals would be increasingly difficult to contact and gather into meetings. Consequently, plans were made to return to the college after classes were underway in Fall, 1974 to complete the reporting phase.

This final reporting session took place in early October, 1974. and all staff were involved. The session took the form of a large group presentation using a wide variety of visual material. The presentation was in the college's tiered theatre so that interaction was facilitated by the physical location in spite of the large group. The outline of this presentation is included in Appendix H. The detailed notes used for the Goal-setting concepts and College Implication sections of this presentation are also included in Appendix H. As well, reproductions of a sample of the overhead transparencies used to report the IGI responses are also in Appendix H. At the presentation these transparencies

were in overlay packages by "Is" and "Should Be" scores to show
profiles for each test period and the Total College Profile was used
as the base for the Test One and Test Two comparisons. As well, overlays
were used to compare the Total College Scores profiles across the three
tests.

This activity concluded the Data Gathering and Intervention portion
of the study.

RESPONSE TO THE PROCESS

This portion of the chapter used data from two sources: (1) attempts
to generalize the researcher's perceptions as a consequence of his
interaction with groups and individuals over the course of the study;
and (2) a limited number of interviews during the post-GOALS period
with key individuals who had participated in all parts of the study up
to the GOALS activity. This latter activity was an attempt to pro-
vide validation for the general observations of the researcher.

The interviews were conducted with one member from each of the
major participant groups: the Chairman of the Board, the President,
a faculty member, the Student Union President and a member of the Support
Staff. Interviews were informal but were structured by dealing with
three major categories of questions. The first set was designed to set
the interviewee at ease, and the questions dealt with the individuals'

perceptions of the college's general direction. These data are not reported here due to a commitment of confidentiality given to the board on these matters. Furthermore, the purpose of the interviews was to deal with the study process.

The second set of questions dealt specifically with understanding of and response to the overall study. The specific set of questions are listed below:

1. What is your general response to what I have been doing in the college?

2. Did you know what I was doing? What were the effects of this knowledge or lack of knowledge?

3. Do you now know what I am doing?

4. Are there any areas still unclear?

5. How do you think others perceive what I am doing?

The third category asked two specific questions related to the GOALS activity:

1. What happened in your group in terms of participation?

2. How were decisions made?

This section presents an attempt to identify those general responses which I had sensed were occurring and were then "confirmed" by the interviews. Unfortunately, time ran out and it was not possible to conduct similar confirming activities beyond the final administration of the IGI. This is obviously a major weakness in the study. Comment will be made on this problem in the last chapter.

The General Study

The overall study and my entry to the college resulted in a number
of responses.

1.   There was a great deal of questioning regarding both the purpose
of the study and the researcher's intentions.

The range of this response was from actual suspicion of the research
as a "tool of the board and administration" or an anxiety about how the
study would effect people to a serious questioning of the research's
benefit to the college. There were many strong responses that the
research should produce useful outputs. Some individuals perceived
the questionnaire as a real nuisance at the beginning of the study.
Others responded that it was just more "graduate research." Most of
these feelings were offset as a consequence of senior administration
support, my continuing interaction, review of the process prior to
the first use of the IGI and prior to the GOALS activity and actual
participation in the GOALS activity.

2.   The complexity of the various phases in the study produced
considerable confusion.

There was a general failure to comprehend the methodology of
the research. The various phases of the study and their interrelation-
ships were difficult for many individuals to grasp. Again, repeated
explanation and actual participation in the GOALS activity gave
focus to the study.

3.   Some response to the study was simply neutral. It did not threaten nor excite a limited number of individuals.

4.   Negotiation to modify the study so that it would be closer to individuals' perceptions of the college's needs occurred during the initial stages.

These negotiation initiatives came most strongly from administrators and from the board through the administration. Change was usually proffered in the form of suggestions by members of other groups in the college. Basically the thrust of these negotiations focussed on more efficient operation of the research rather than on serious attempts to redesign the method.

The changes resulting from these negotiations were not identified in the interviews. They were identified by myself as I participated in the intervention process, and these changes were confirmed in the interviews as ways to deal with the responses to the intervention identified in points one to three immediately above.

Most notable changes were:

- The addition of time to meet individuals to explain the study, and extension of time so that the events of the study could be placed on days which did not conflict with college activities;

- Administration of the IGI to everyone only twice to meet a concern about overexposure;

- Reduction of the GOALS activity to one half day in order to accommodate demands on individuals' time;

- The identification of group leaders in the GOALS groups in order to give more task orientation to the groups; and

- Elimination of process observers from the GOALS groups since there was no time to train them in the December time period.

The constraints of a shortened time span produced the following changes:

- The inability to gain final and immediate response to the process after the last use of the IGI because of year end; and

- Mutual agreement that the final reporting session would be a larger group interaction in the fall following the final use of the IGI.

The GOALS Activity

To briefly review, the GOALS activity was a simulation opportunity for individuals to rank a set of Overall Purpose goals and to allocate percentage of effort to sets of Instructional Ends and Management Support goals. This was first to be done privately and then in a group setting of negotiation and open communication in an effort to reach agreement on rankings and allocations of effort. A final private activity which was part of the original GOALS activity was not used because time only allowed for one-half day to be given to the GOALS simulation. Furthermore, the group portion of the GOALS activity was the major reason for including it in the goals study at Red Deer College.

The response to the GOALS activity centered on two basic issues: general response to the simulation and the method of decision-making employed.

1. General response to the activity was very positive.

In many cases the response bordered on enthusiastic. Individuals from different groups were pleasantly surprised at both the open reception their participation received and at the active participation of other members. Support staff and students tended to be most hesitant at initial participation but positive feedback and encouragement from the members soon reduced the hesitation. No groups experienced any nastiness or extremely negative behavior, although some stress and extremely strong arguing occurred in one group that contained particularly strong individuals.

2. A good cross-section of individuals indicated that the activity had expanded their perceptions of other individual's and group's viewpoints.

3. Information from each individual's sort of the goal statements was handled in a variety of ways.

Some groups collected these data on blackboards and then proceeded to deal with progressively larger divergences. Others compared it verbally. The basic response, however, was initially to compare, in some manner, individual responses to the simulation.

4. Attempts to reach decisions by consensus were used in all groups.

In some groups the consensus approach was extremely successful; in at least one group a consensus approach was forced by one individual refusing to simply vote on the priority of the goal statements. This individual was a student. In most cases a majority vote

was used if consensus was extremely difficult to achieve. Voting
ranged from formal voting to a more informal approach. Where negotiation
to consensus was seriously attempted the process took the full time
allotted. One group had to be stopped well beyond the time. Where
simple majority was emphasized the task was completed well under the
time. One group finished in about an hour, one to two hours ahead of
most other groups. Agreement on the decision rule was the most dif-
ficult issue for a number of groups.

5. Leadership emerged in all groups, and was quite overt in most
groups. Very few groups appeared leaderless; however, at least one
clearly did not have a formal leader, in spite of a suggestion to
identify a group leader.

SUMMARY OF THE CHAPTER

In summary, this chapter has attempted to present an anecdotal
and chronological description of the activities incorporated in the
study. In the Initial Contact, Entry and Intervention stages of the
description emphasis was placed on presenting as accurate a review of
the major events as I could. Limited use was made of my personal ob-
servations in these three areas. Where personal observations did
occur, great care was taken to identify them as personal and to make
the observations in a very conservative fashion.

The final reporting section of the chapter dealing with Response to the Study tended toward more generalized themes which I felt emerged from the many meetings with groups and individuals. Again care was taken to only deal with categories of responses which had emerged consistently throughout this wide variety of interactions with people in the college.

Chapter 6

RESEARCH FINDINGS - STATISTICAL DATA

INTRODUCTION

A considerable amount of data was generated in this study through individual responses to the 90 IGI items over three testing periods and the subsequent recombination of the responses into twenty "Is" and twenty "Should Be" scores for each group. The magnitude of the data reduction task became apparent upon examining the various combination of these data and the subsequent ways of presenting them. For example, in Tests One and Two it was possible to present the "Is" and "Should Be" scores on the three tests for a total of eleven groups. Initial attempts were made to organize the data in this fashion but the result was overload. At the same time, the size of some groups made statistical applications questionable. Consequently, for sake of clarity and statistical analysis, I decided to focus the reporting of the statistical data on the All College scores. This group remained large enough to permit useful analysis for the "Is" and "Should Be" scores across all three tests. The specific responses for all groups on each test in Red Deer College are included in Table 10 in Appendix E.

These data are used in this chapter to address the second sub-question of the research problem: namely, to determine the impacts of participation in a group goal-setting simulation (the GOALS activity)

127

and information feedback on the perception of goals within the college. The chapter is organized into four subdivisions. The first subdivision presents descriptions of the twenty goal statements and the items used from the IGI for recombination into these goal statements. A statement of these goals at the beginning of the statistical report was considered to be an important reference point.

The second division provides a summary of the mean responses and ranks for each goal statement on each test. The sub-problems of participation and information feedback impact on perception of goals are examined by describing the shifts in goal rankings from test to test. The third subdivision reports the consequences of analysing the goal ranks from test to test with the Spearman's coefficient of rank correlation. The fourth subdivision of the chapter reports the impact of participation through t tests comparing the All College means on Tests One and Two, and the impact of information feedback through similar comparison of All College means on Tests Two and Three. This fourth subdivision also reports analyses of variance for comparisons between the "Is" and "Should Be" scores for each test period. These analyses were designed to provide information on whether the "Is"/"Should Be" relationships were influenced by the GOALS and information feedback activities.

GOAL DESCRIPTIONS

The IGI consisted of 90 items which required "Is" and "Should Be" rating on a scale from one to five. Individual responses to these items were then recombined to provide mean responses for overall goal statements. This subdivision presents a description of these goal statements, and identifies the particular items used to make up the goal statements. The number of these items is included in parentheses at the end of each goal statement.

Outcome Goals

These types of goals were defined by the IGI as substantive objectives colleges seek to achieve.

Academic Development. This goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1, 4, 6, 9)

Intellectual Orientation. This goal area relates to an attitude about learning and intellectual work. Likewise some conception of the scholarly, rational, analytical, inquiring mind has perhaps always been associated with the academy or university. (2, 5, 7, 10)

Individual Personal Development. This goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3, 8, 11, 13)

Humanism/Altruism. This goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14, 17, 20, 23)

Cultural/Aesthetic Awareness. This goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15, 18, 21, 24)

Traditional Religiousness. This goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental -- in short, traditional rather than "secular" or "modern". (16, 19, 22, 25)

Vocational Preparation. This goal area means offering: specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26, 30, 36, 38)

Advanced Training. This goal area can be most readily understood simply as the availability of post-graduate education. (27, 31, 32, 41)

Research. This goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences and seeking generally to extend the frontiers of knowledge through scientific research. (28, 34, 35, 37)

Meeting Local Needs. This goal area is defined as providing for continuing education for adults, serving as a cultural center for the

community, providing trained manpower for local employers, and facili-
tating student involvement in community-service activities. (29, 33,
39, 40)

Public Service. This goal area means working with governmental
agencies in social and environmental policy formation, committing
institutional resources to the solution of major social and environ-
mental problems, training people from disadvantaged communities, and
generally being responsive to regional and national priorities in
planning educational programs. (44, 47, 50, 51)

Social Egalitarianism. This goal area has to do with open ad-
missions and meaningful education for all admitted, providing educational
experiences relevant to the evolving interests of minority groups and
women, and offering remedial work in basic skills. (42, 45, 48, 52)

Social Criticism/Activism. This goal area means providing criticisms
of prevailing Canadian values, offering ideas for changing social institu-
tions judged to be defective, helping students learn how to bring about
change in Canadian society, and being engaged, as an institution, in
working for basic changes in Canadian society. (43, 46, 49, 53)

Process Goals

These goals were defined by the IGI as having to do with campus
climate and the educational process. They were viewed as faciliting the
achievement of Outcome goals.

Freedom. This goal area is defined as protecting the right of
faculty to present controversial ideas in the classroom, not preventing
students from hearing controversial points of view, placing no restric-
tions on off-campus political activities by faculty or students, and
ensuring faculty and students the freedom to choose their own life style.
(54, 57, 60, 63)

Democratic Governance. This goal area means decentralized decision-
making arrangements by which students, faculty, administrators, and
governing board members can all be significantly involved in campus
governance; opportunity for individuals to participate in all decisions
affecting them; and governance that is genuinely responsive to the
concerns of everyone at the institution. (55, 58, 61, 64)

Community. This goal is defined as maintaining a climate in which
there is faculty commitment to the general welfare of the institution,
open and candid communication, open and amicable airing of differences,
and mutual trust and respect among students, faculty, and administrators.
(56, 59, 62, 65)

Intellectual Aestetic Environment. This goal area means a rich program
of cultural events, a campus climate that facilitates student free-time
involvement in intellectual and cultural activities, an environment in
which students and faculty can easily interact informally and a reputation
as an intellectually exciting campus. (66, 69, 73, 76)

Innovation. This goal area is defined as a climate in which con-
tinuous innovation is an accepted way of life, it means established pro-
cedures for readily initiating curricular or instructional innovations,
and, more specifically, it means experimentation with new approaches to
individualized instruction and to evaluating and grading student per-
formance. (67, 70, 74, 77)

Off-Campus Learning. This goal area includes time away from the
campus in travel, work-study, VISTA work, etc.; study on several campuses
during undergraduate programs; awarding degrees for supervised study off
the campus; awarding degrees entirely on the basis of performance on
an examination. (68, 72, 75, 78)

Accountability/Efficiency. This goal area is defined to include
use of cost criteria in deciding among program alternatives, concern for
program efficiency, accountability to funding courses for program ef-
fectiveness, and regular submission of evidence that the institution
is achieving stated goals. (79, 81, 83, 87)

The following goal items were not included in any of the goal state-
ments: 12, 71, 80, 82, 84, 85, 86, 88, 89 and 90.

DESCRIPTION OF THE RESPONSE

With the above definitions of the goal statements presented as
background, the mean responses and ranks of the "Is" and "Should Be"
goals can be presented for the three test periods. These data are
summarized in Table 2.

Table 2

Goal Scores and Ranks for the All College Response
Over the Three Test Periods

OUTCOME GOALS	Test 1 "Is" X	Rank	Test 1 "Should Be" X	Rank	Test 2 "Is" X	Rank	Test 2 "Should Be" X	Rank	Test 3 "Is" X	Rank	Test 3 "Should Be" X	Rank
Academic Development	3.17	4	3.66	9	3.15	4	3.64	7	3.37	3	3.62	10
Intellectual Orientation	2.87	8	4.09	2.5	2.85	8	4.07	3	3.15	6	4.22	5
Individual/Personal Development	2.80	9	4.06	5	2.67	10	3.68	6	2.95	8	4.28	4
Humanism/Altruism	2.30	16	3.35	14	2.15	16	2.82	14	2.18	16	3.19	14
Cultural/Aestetic Awareness	2.42	14	3.11	15.5	2.19	15	2.72	15	2.44	15	2.96	16
Traditional Religiousness	1.48	20	1.84	20	1.39	20	1.64	20	1.56	20	1.92	20
Vocational Preparation	3.26	1	4.09	2.5	3.08	5	3.92	4	3.41	1	4.29	22
Advanced Training	2.46	13	2.89	17	2.37	14	2.67	16	2.53	14	2.87	17
Research	1.92	18	2.44	19	1.79	18	2.14	19	1.94	18	2.39	19
Meeting Local Needs	3.07	6.5	3.87	6	2.86	7	3.53	9	3.12	7	3.82	6
Public Service	2.39	15	3.42	13	2.39	13	3.16	13	2.59	12	3.45	13
Social Egalitarianism	2.53	11.5	3.46	12	2.49	12	3.28	12	2.66	11	3.52	12
Social Criticism/Activism	2.19	17	3.11	15.5	2.07	17	2.60	17	2.14	17	3.03	15

Table 2 (continued)

PROCESS GOALS	Test 1				Test 2				Test 3			
	"Is"		"Should Be"		"Is"		"Should Be"		"Is"		"Should Be"	
	X	Rank	X	Rank	X	Rank	X	Rank	X	Rank	X	Rank
Freedom	3.07	6.5	3.67	8	2.98	6	3.52	10	2.91	9	3.64	9
Democratic Governance	3.15	5	4.08	4	3.20	3	4.18	2	3.15	5	4.28	3
Community	3.25	2	4.30	1	3.35	1	4.35	1	3.24	4	4.51	1
Intellectual/Aestetic Environment	2.73	10	3.82	7	2.68	9	3.71	5	2.70	10	3.78	8
Innovation	2.53	11.5	3.64	10	2.60	11	3.58	8	2.58	13	3.81	7
Off-Campus Learning	1.78	19	2.59	18	1.78	19	2.30	18	1.87	19	2.74	18
Accountability/ Efficiency	3.18	3	3.50	11	3.26	2	3.45	11	3.39	2	3.58	11

It is not the purpose of this section to present Table 2 again in a narrative format. Instead the section will focus the description of the ranks on trends or patterns that yield insight into the sub-problem: the impact of the GOALS process and information feedback on perception of goals. Consequently, this section will be organized around the descriptive trends associated with these problems. Comment on trends for individual goals or groups of goals will be made only in the context of these problems.

In order to permit reference to levels of rank in this section the ranking of goals was categorized as follows:

Ranks 1 to 4	very high rank
5 to 8	high rank
9 to 12	moderately important rank
13 to 16	low rank
17 to 20	very low rank

Impact of the Group Goal-Setting Activity

In discussion of the ranks related to the impact of the GOALS activity the reference point was comparison between Tests One and Two.

"Is" Responses. Examination of the "Is" responses between the two tests indicated that the group activity had slight impact on those goals ranked moderately important or lower. Only one goal statement, Vocational Preparation, changed rank from very high to high in importance. Democratic

Governance moved from the highly ranked category to the very highly
ranked category after the GOALS process. The largest impact of the
group process was on a very limited number of goals already ranked as
important. These goals were not moved from their high levels of
importance among the twenty goals. There was some shifting of ranks
but none of these shifts were to dramatically higher or lower levels.
There was more shifting in the highly ranked goals: Vocational Pre-
paration, Community, Accountability/Efficiency, Academic Development,
Democratic Governance and Freedom, after the GOALS process, but all
continued as the top six goals. The group activity did not change
perceptions of importance, but created some changed perceptions about
degrees of importance.

It was interesting to notice that following the GOALS activity
more "Is" Process goals (3 out of 4) were ranked in the top four than
was the case before the group goal-setting activity (2 out of 4). How-
ever, within the top eight goals there was still an even split between
Process and Outcome goals. In view of the fact that there were seven
Process goals and thirteen Outcome goals the persistent ranking of five
Process goals in the top ten suggested that the group activity operated
to confirm a perceived high priority for process activities in the college.

"Should Be" Responses. Following the GOALS activity there was
more shifting of ranks in the perceptions of what "Should Be" the emphasis
in the college. Again, however, this shifting had almost no impact on

the low-ranked goals. The GOALS activity worked to change perceptions that Innovation and Academic Development should be more important. Conversely, Meeting Local Needs and Freedom, both initially perceived as requiring a higher priority in the future, were ranked as requiring only moderate future priority after the GOALS activity.

The same four goals, Community, Intellectual Orientation, Democratic Governance and Vocational Preparation were perceived as demanding higher future priority both before and after the GOALS process. While shifting did occur within the top-ranked goals after the GOALS activity, Community remained highest in future priority.

Process goals were still dominant in the top ten goals following the group GOALS activity. The Accountability/Efficiency goal, perceived as being consistently dominant in the present environment, was ranked as a moderately preferred priority for the future. This downward ranking of Accountability/Efficiency as a future priority was so strong it occurred at every testing period. Neither the group process nor the information feedback modified this perception.

Comparison of the "Is"/"Should Be" Responses. Relationships between the size of the "Is" and "Should Be" means was consistent between Tests One and Two. In both tests the "Should Be" means for each goal were always ranked higher than the "Is" means. While this increase between "Is" and "Should Be" perceptions was consistent from Test One to Test Two, the group activity did have an interesting impact. Taking a total

of the means for the "Is" and "Should Be" responses resulted in a
Test One "Is" total of 52.55 and a "Should Be" total of 68.98. The
"Is"/"Should Be" difference was 16.43. Similar totals for Test Two
produced an "Is" total of 51.30, a "Should Be" total of 64.96 and a
difference of 13.66.

While it was not part of the instructions for the IGI, it was pos-
sible to suggest these totals could be viewed as a representation of
the way participants viewed the allocation of resources when they re-
sponded to the IGI. If so, then the reductions in the size of the
"Is" and "Should Be" totals and the size of the "Is"/"Should Be"
difference introduced the possibility that the group GOALS activity did
have some impact on how individuals fit their demands into some overall
concept of limited resources. These observations are noted as insights
prompted by a descriptive review of the mean responses to the IGI.

The difference between "Is" and "Should Be" perceptions on Test
One resulted in some dramatic shifts for certain goals. This was the
case for Accountability/Efficiency and Academic Development which were
perceived as being much lower future priorities, and, conversely,
Individual Personal Development and Intellectual Orientation which were
perceived as being much higher future priorities. Aside from these
dramatic shifts, the changes in the "Is"/"Should Be" relationships in-
dicated that changes between present and future were questions of degrees

of importance and were not dramatic changes from high to moderate or low importance. There were some perceived differences between present and future priorities for moderate, low and very low ranked goals on Test One but the shifting was within those categories. What was perceived as presently being low was perceived as continuing low.

Following the group GOALS activity in Test Two, there were still some dramatic shifts in perception of present versus future priority for very high and highly ranked goals. Accountability/Efficiency and Academic Development were again lower with Accountability/Efficiency at the same future priority as on Test One. While Academic Development was still perceived as a lower future priority it was not as low as on Test One. Freedom, however, dropped more as a future priority following the group activity. Individual Personal Development and Intellectual Orientation were still perceived as substantially higher future priorities, but Innovation was perceived as a higher future priority after the group activity than had been so previously.

Basically the group activity reaffirmed the changed future priorities identified on Test One, but identified Freedom for less future emphasis and Innovation for more.

This shift suggested that the GOALS activity established a perception that Freedom was not necessarily perceived as a prerequisite for innovation to occur. This was substantiated by the fact that, previous to the GOALS activity, Freedom was consistently viewed as being more important than

Innovation in perceptions of the present and future environments. Fol-
lowing the GOALS activity, Freedom was still perceived to exist as a
more important present goal than was Innovation, but Innovation was per-
ceived as a higher future priority than Freedom. The suggestion was
that other conditions such as community, democratic governance, and an
intellectual aesthetic environment and not freedom were high priority
processes required for innovation. This same perception held after the
information feedback.

While differences between "Is" and "Should Be" ranks still existed
after the group process, there was a closer match than on Test One. The
most difference still existed on the very high and highly ranked goals.
On the low and very low-ranked goals there were much closer matches be-
tween perceptions of present and future priorities.

Impact of the Information Feedback

In examining the means and ranks related to the impact of the in-
formation feedback the reference point was comparison between Tests
Two and Three.

"Is" Responses. The information feedback did have the impact of
moving the Vocational Preparation "Is" goal from high rank to highest
rank. This change was made possible by displacing the Democratic
Governance goal back to a high rank. The other goals in the very high
category were not changed. It was important to notice, however, that
these were still the same six goal statements as in Test Two.

Consequently, the information feedback acted to create little impact on perceptions about high versus low levels of present importance. Nevertheless, there was considerable shifting among very high, and highly ranked goals. This shifting was back towards the priorities perceived before the group activity. While there was really no change in perceptions from Test Two to Three about which goals ranked high in present priority, there was a tendency for perceptions of present priorities on the very highly ranked goals of Test Three to return toward the rankings of Test One. This would suggest that either the information on cost allocations worked to disconfirm individuals' perceptions of present priorities which had been changed by the group activity or that the effect of the group activity "wore off" over time.

The information feedback had some impact on goals perceived as presently being of moderate priority. The perception on the Freedom goal changed to moderately important from high importance after the information feedback. Both Innovation and Individual Personal Development shifted after the information phase. The former moved slightly down to low importance and the latter moved slightly up to high importance. The goals perceived as being low or very low in present priority were virtually unchanged from Test Two ranks. This was again consistent with the impact of the GOALS activity which had little impact to change perceptions of present priority on low-ranked goals.

Following the information feedback two out of four Process goals
remained in the very high rank. This was a return to the same level
as Test One. The same five Process goals, however, continued to rank
in the top ten goals.

"Should Be" Responses. After the information feedback there were
shifts in perceived future priority among three highly rated goals.
The very highly ranked goal Intellectual Orientation dropped in priority.
Individual/Personal Development and Academic Development both perceived
as high in priority were also perceived differently after the information
feedback. The former rose to a very high ranking and the latter dropped
to a moderately ranked future priority. Meeting Local Needs, a moderately
ranked goal, rose to a high priority and Social Criticism/Activism, per-
ceived as a very low future priority, rose to low future priority after
the information feedback. The most shifting in perceived future priorities
was within the very high or highly perceived categories. Those goals
perceived as low or very low future priorities remained much the same
after the information feedback. Social Criticism/Activism was the
exception.

The general movement among the very high and highly ranked future
goals was back in the direction of priorities perceived on Test One,
before either the GOALS activity or the information feedback. Innovation
was an exception to this general direction of movement. Rather a
falling back to the perceived future priority of Test One, the Innovation

goal continued to be ranked higher following the information feedback. The Accountability/Efficiency goal continued to remain at the same level of future priority established after the GOALS activity.

Comparison of the "Is"/"Should Be" Responses. The same relationship between the "Is" and "Should Be" perceptions for Tests One and Two continued for Tests Two and Three. The "Should Be" means were consistently higher than the "Is" means. Comparison of the totals for the "Is" and "Should Be" responses indicated a return to pre-Test one levels. The Test Two "Is" total equalled 51.30, the "Should Be" total was 64.96 and the resulting difference was 13.66. Similar calculations for Test Three produced an "Is" total of 53.88, a "Should Be" total of 69.90 and a difference of 16.02. All of these figures for Test Three exceeded the same figures for Test One.

The most dramatic shifts between the "Is" and "Should Be" perceptions on Test Three again continued to exist with the very high and highly ranked goals. With the exception of Freedom, these shifts were more extreme than on Test Two following the group activity and the pattern of shifting between present and future priorities was very similar to the pattern on Test One. However, there was a tendency for dramatic shifts to also be associated with moderately ranked goals. While shifting between the "Is" and "Should Be" preferences on the low and very low ranked goals was not dramatic on Test Three, there tended to be more

activity than had occurred in Test Two following the group activity.
The move towards more congruence between "Is" and "Should Be" perceptions
after the group activity on Test Two did not remain after the information
feedback.

RANK CORRELATIONS

One final analysis should be discussed before leaving an examination
of the rankings between the goal statements throughout the study. The
Spearman's coefficient of rank correlation was calculated between the
"Is" scores on Tests One and Two (Impact of the GOALS process) and Tests
Two and Three (impact of information). Similar tests were conducted on
the "Should Be" scores. These values are reported in Table 3. Spearman's
rho was also calculated between the "Is" and "Should Be" scores for each
test and these values are reported in Table 4.

Table 3

Spearman's Rho for Comparison of "Is" Goal Ranks
Between Tests and Comparison of "Should Be" Goal Ranks Between Tests

	Test 1 cf Test 2 Impact of Group Process	Test 2 cf Test 3 Impact of Information Feedback
	rho	rho
Is	0.976	0.962
Should Be	0.970	0.964
N	20	20

Critical value of rho = 0.534, significant at the 0.01 level

The implications of these rho values was not exactly clear. All of the comparisons represented in Table 3 were statistically significant positive correlations at the 0.01 level. It was certainly clear that the "Is" perceptions between Tests One and Two were related in a highly positive fashion. The same was true for all other comparisons of rank. None of the comparisons suggested independent or negative relationships.

The problem then was to determine what these highly positive relationships meant in terms of the group process and information feedback issues. Firstly, it was evident that there was a high degree of agreement about relative goal priorities within the college. This applied to perception of present and future priorities. After the GOALS process there appeared to be a slightly higher positive relationship on perceptions of what "Is" as opposed to what "Should Be" future priorities. The difference was slight. The GOALS process did not produce a negative relationship. The nature of the statistics only allowed the observation that a very high positive relationship existed between the perception of goal ranks before and after the group process.

A similarly high positive correlation existed following the information feedback, although it was slightly less positive than the relationship following the GOALS process. The positive correlation for the "Is" comparison was very similar to the correlation for the "Should

Be" comparison.

Table 4 reports the rho values produced when the "Is" and "Should
Be" ranks were compared on each test. As would be expected from the
obvious relationship between these points of view, the correlations
were not as strong. Nevertheless, the correlations on each test were
very positive.

Changes from Test One to Two indicated some impact by the group
process.   While continuing to show positive "Is"/"Should Be" correlations,

Table 4

Spearman's Rho for Comparison Between the "Is"
and "Should Be" Goal Ranks for Each Test

	Test 1	Test 2	Test 3
Is cf Should Be	0.867	0.859	0.832
N	20	20	20

Critical value of rho = 0.534, significant at the 0.01 level.

there was a slight decline on the Test Two statistic. This indicated
that the group process acted to slightly increase the difference in

perception of ranks between present and future priorities. A similar,
but slightly stronger trend, emerged after the information feedback.

In summary, while the "Is" and "Should Be" ranks were positively
correlated for each test, the effect of the intervention activities
was to reduce the positive correlation between ranks assigned to
present as opposed to future priorities. To complete the description,
however, it must be noted that Table 3 indicated higher positive cor-
relations between comparison of "Is" perceptions after all intervention
activities. This was also the case for comparison of "Should Be"
perceptions. Those observations indicated that the intervention re-
duced the positive relationship between "Is" and "Should Be" perceptions
but resulted in a higher positive correlations between the perceptions
of present priorities compared after the intervention activities. This
was also so for positive correlations between perceived future priorities
after the intervention activities; although the group process appeared
to result in slightly stronger positive correlations than did the in-
formation feedback.

DIFFERENCES OF MEANS

The preceeding section dealt with the impact of the group activity
and information feedback on the shifting patterns of goal ranks from
test to test. This end was achieved through description of these
shifting ranks and application of Spearman's rho for correlation of

ranks. The present division examines the impact of the group pro-
cess and information feedback on perception of goals by applying the
t test to examine the differences of means on the twenty goal state-
ments. This subdivision is broken down so that it deals with impact
of the group process, and the information feedback.

Impact of the Group Goal-Setting Activity

The basis for examining this impact was a t test comparing means
on the "Is" responses to the goal statements between Tests One and Two
and a similar analysis of means on the "Should Be" responses between
Tests One and Two.

T tests were also conducted on the "Is" and "Should Be" comparison
of means for each goal statement in Test One. The same comparison
was made between the "Is" and "Should Be" scores on Test Two. It was
then possible to determine which goal statements in Test One had
statistically significant "Is"/"Should Be" differences. Similar in-
formation resulted for Test Two. Identification of the number and
kind of goal statements that emerged as significant in Test One and
then in Test Two would indicate whether the GOALS activity had in-
fluenced perceptions of the "Is" and "Should Be" gap.

"Is" Responses. The probabilities of t for the correlated samples
between Tests One and Two are reported in Table 5. Statistically
significant ratios occurred on three Outcome goals and on three Process
goals following the group goal-setting process. The Outcome goals were

Table 5

Probabilities of t on Correlated Samples for Differences Between
Means When Comparing the "Is" Scores of Test One
with Two for Impact of the GOALS Activity

OUTCOME GOALS	Test 1 cf 2 Impact of the GOALS Activity
Academic Development	0.008*
Intellectual Orientation	0.001*
Individual/Personal Development	0.188
Humanism/Altruism	0.780
Cultural/Aesthetic Awareness	0.134
Traditional Religiousness	0.188
Vocational Preparation	0.047*
Advanced Training	0.782
Research	0.578
Meeting Local Needs	0.553
Public Service	0.600
Social Egalitarianism	0.700
Social Criticism/ Activism	0.432

Table 5 (continued)

PROCESS GOALS	Test 1 cf 2 Impact of the GOALS Activity
Freedom	0.835
Democratic Governance	0.048*
Community	0.018*
Intellectual/Aesthetic Environment	0.107
Innovation	0.003*
Off-Campus Learning	0.130
Accountability/ Efficiency	0.029

    * Significant at least at the 0.05 level.

Academic Development, Intellectual Orientation and Vocational Pre-
paration, and the Process goals were Democratic Governance, Community
and Innovation. Thus, the group GOALS activity resulted in statistically
significant increases in agreement on the importance of these six goal
statements as reflected in the mean responses. Academic Development,
Intellectual Orientation and Innovation had statistically significant
differences at the 0.01 level. As Table 2 indicates all six of these
"Is" goal statements were ranked in the top half of the twenty goals.
With the exception of the Innovation goal, the remaining five were
rated as high or very high in perception of present priorities. The
group goal-setting activity did not yield any statistically significant
differences for goals rated in the lower half of the twenty goals.

"Should Be" Responses. The probabilities of t for correlated
samples are reported in Table 6. Statistically significant differences
at least at the 0.05 level occurred on the "Should Be" perceptions for
three Outcome goals. Those goals were Academic Development, Traditional
Religiousness and Advanced Training. No statistically significant
differences occurred on the Process goals. Table 2 will verify that
these "Should Be" goal statements with the exception of Academic
Development, were ranked in the low or very low category.

Table 6

Probabilities of t on Correlated Samples for Differences Between
Means When Comparing the "Should Be" Scores of Test
One with Two for Impact of the GOALS Activity

OUTCOME GOALS	Test 1 cf 2 Impact of the GOALS Activity
Academic Development	0.032*
Intellectual Orientation	0.151
Individual/Personal Development	0.102
Humanism/Altruism	0.400
Cultural/Aesthetic Awareness	0.517
Traditional Religiousness	0.032*
Vocational Preparation	0.473
Advanced Training	0.047*
Research	0.446
Meeting Local Needs	0.087
Public Service	0.435
Social Egalitarianism	0.806
Social Criticism/ Activism	0.369

Table 6 (continued)

PROCESS GOALS	Test 1 cf 2 Impact of the GOALS Activity
Freedom	0.644
Democratic Governance	0.076
Community	0.353
Intellectual/Aesthetic Environment	0.931
Innovation	0.075
Off-Campus Learning	0.453
Accountability/ Efficiency	0.373

* Significant at least at the 0.05 level.

<u>Comparison of "Is"/"Should Be" Responses</u>. The probability ratios resulting from comparison of the "Is" and "Should Be" means for each test are reported in Table 7. Statistically significant differences occurred on five Outcome goals and four Process goals for Test One. Following the group goal-setting activity, there were only two statistically significant "Is"/"Should Be" differences on the Outcome goals and two differences on the Process goals.

It is important to recognize that these statistically significant differences refer to the gap perceived to exist between present and future priorities at Test One prior to any intervention activities. Similarly, the statistically significant differences of Test Two indicates differences in perception between the present and future priorities after the GOALS activity. In themselves the statistically significant ratios resulting from "Is"/"Should Be" comparisons on each test did not relate to the impact of the group process. The impact of the group process was only possible to infer by pointing out that nine such differences occurred on Test One and that four existed on Test Two, after the group process. Three of these remaining differences on Test Two remained from Test One. The specific goals were Traditional Religiousness, Democratic Governance and Community. Vocational Preparation which did not have a statistically significant "Is"/"Should Be" difference on Test One did have a statistically significant difference following Test Two.

Table 7

Probabilities of t on Correlated Samples for Differences Between
Means When Comparing the "Is" and "Should Be"
Scores in Each Test

OUTCOME GOALS	Test 1	Test 2	Test 3
Academic Development	0.739	0.374	0.435
Intellectual Orientation	0.293	0.297	0.577
Individual/Personal Development	0.683	0.934	0.022*
Humanism/Altruism	0.082	0.562	0.010*
Cultural/Aesthetic Awareness	0.022*	0.450	0.211
Traditional Religiousness	0.000*	0.004*	0.033*
Vocational Preparation	0.262	0.013*	0.205
Advanced Training	0.000*	0.422	0.008*
Research	0.011*	0.380	0.034*
Meeting Local Needs	0.491	0.364	0.526
Public Service	0.862	0.603	0.526
Social Egalitarianism	0.580	0.455	0.474
Social Criticism/ Activism	0.006*	0.146	0.050*

Table 7 (continued)

PROCESS GOALS	Test 1	Test 2	Test 3
Freedom	0.626	0.780	0.035*
Democratic Governance	0.025*	0.012*	0.060
Community	0.000*	0.000*	0.012*
Intellectual/Aesthetic Environment	0.866	0.207	0.474
Innovation	0.320	0.210	0.781
Off-Campus Learning	0.012*	0.281	0.019*
Accountability/ Efficiency	0.014*	0.170	0.474

* Significant at least at the 0.05 level

Impact of the Information Feedback

Examination of the information feedback involved a t test comparing the means of the "Is" responses between Tests Two and Three and a similar analysis of the "Should Be" responses. T test analyses were also conducted on the "Is"/"Should Be" comparison for each goal statement in Test Two and Test Three. The patterns of statistically significant "Is"/"Should Be" gaps were then described to give evidence for the impact of the information feedback.

"Is" Responses. The probability ratios for the "Is" responses between Tests Two and Three are reported in Table 8. The Welch t adjustment was unnecessary in all cases. There were no statistically significant differences on any of the twenty goal statements.

"Should Be" Responses. The probability ratios for the comparison of the "Should Be" responses between Tests Two and Three are reported in Table 9. It was unnecessary to apply the Welch adjustment in any instance. Only the Individual/Personal Development goal showed a statistically significant difference at the 0.05 level.

Table 8

Probability Ratios of t for Differences between
Means on Independent Samples When Comparing
"Is" Scores of Test Two and Three for
Impact of Information Feedback

OUTCOME GOALS	t	PROCESS GOALS	t
Academic Development	0.472	Freedom	0.189
Intellectual Orientation	0.367	Democratic Governance	0.165
Individual/Personal Development	0.333	Community	0.251
Humanism/Altruism	0.238	Intellectual/ Aesthetic Environment	0.219
Cultural/Aesthetic Awareness	0.341	Innovation	0.218
Traditional Religiousness	0.276	Off-Campus Learning	0.434
Vocational Preparation	0.238	Accountability/ Efficiency	0.475
Advanced Training	0.487		
Research	0.432		
Meeting Local Needs	0.321	* Significant at the 0.05 level	
Public Service	0.479		
Social Egalitarianism	0.470		
Social Criticism/ Activism	0.355		

Table 9

Probability Ratios of t for Differences
between Means on Independent Samples When
Comparing "Should Be" Scores of Test Two
and Three for Impact of Information Feedback

OUTCOME GOALS		PROCESS GOALS	
	t		t
Academic Development	0.258	Freedom	0.383
Intellectual Orientation	0.483	Democratic Governance	0.188
Individual/Personal Development	0.023*	Community	0.282
Humanism/Altruism	0.172	Intellectual/ Aesthetic Environment	0.253
Cultural/Aesthetic Awareness	0.372	Innovation	0.410
Traditional Religiousness	0.394	Off-Campus Learning	0.078
Vocational Preparation	0.149	Accountability/ Efficiency	0.455
Advanced Training	0.388		
Research	0.322		
Meeting Local Needs	0.332	* Significant at the 0.05 level	
Public Service	0.272		
Social Egalitarianism	0.351		
Social Criticism/ Activism	0.124		

Comp____ __n of the "Is"/"Should Be" Responses. The probability

ratios resulting from comparison of the "Is" and "Should Be" means for

Tests Two and Three are reported in Table 7. In Test Two there were

two Output goals that were statistically significant at the 0.05 level.

These were Traditional Religiousness and Vocational Preparation goals.

As well, there were two Process goals statistically significant at the

0.05 level. They were Democratic Governance and Community.

In Test Three after the information feedback a total of nine goal

statements had statistically significant ratios. Two of these nine had

been statistically significant on Test Two; they were Traditional Re-

ligiousness and Community. The other six, Humanism/Altruism, Individual/

Personal Development, Advanced Training, Research, Social Criticism/

Activism, Freedom and Off-Campus Learning had not been statistically

significant. Of these nine statistically significant comparisons, six

had also shown statistically significant comparisons on Test One.

The increased numbers of goals with statistically significant comparisons,

would indicate that the information feedback did impact to change levels

of argeement on the relationship between "Is" and "Should Be" perceptions.

CHAPTER 7

SUMMARY AND CONCLUSIONS

INTRODUCTION

The purpose of this study was to examine an OD intervention on goal-setting in Red Deer College. The impact of participation in goal-setting and information feedback on perceptions of goals was examined, as were changes in the intervention process. Data came from responses to the IGI and from my observations based on participation in the intervention.

Efforts in this chapter to generalize about interventions and goal-setting, however, must be considered in relation to the fact that the study took place in a single college. Also the college had come through a period of serious conflict, painful diagnosis and solutions which resulted in significant personnel and structural changes. With a new administration much testing and sorting of individuals and roles was taking place during the time of this study. Processes for establishing coalitions and making fiscal/policy side-payments were being re-established. These efforts to normalize college life also resulted in the need to modify the intervention process. These considerations provide a context for assessing the material in this chapter.

SUMMARY OF THE INTERVENTION PROCESS

The description of the intervention reported earlier in Chapter Five concluded with an attempt to present some of my impressions which had been validated through repeated observations and through cross-checking with individuals' responses to the study.

1.   During the early activities there were many questions raised regarding the purpose of the intervention and my intentions. While some of these concerns related to feelings of suspicion and anxiety, the majority were more pragmatic in nature, expressing firm opinions that the intervention should produce something useful. Many of these concerns were dissipated during the GOALS activity.

2.   The intervention with its phases and long time span was perceived as complex. This complexity resulted in confusion on the part of participants and a greater effort on my part to clarify the intervention activities.

3.   A consistent response to the intervention was to negotiate various aspects of the procedure. These negotiating thrusts seldom dealt with efforts to substantially modify the design of the intervention. Instead they often dealt with operational aspects in an effort to make individuals' perceptions of the study more accurate and to ensure that the intervention fit well into the ongoing activities of the College. Most notable changes in the former category dealt with issues of communication, while changes

in the latter area dealt with efforts to telescope the time requirements of the intervention.

4.   Some response to the intervention was neutral. Participation on the questionnaire response was high, except for the last administration of the IGI. Many individuals simply accepted the intervention as a part of College life and were neither threatened nor suspicious.

5.   Once the GOALS activity was understood and participation had occurred, the response to the intervention was very positive. The GOALS activity was a learning experience for many people both in terms of experiencing acceptance by individuals unknown to themselves and in terms of having a broadened understanding and appreciation of differing points of view.

6.   Attempts at reaching decisions by consensus were tried by all groups. A minimum number of groups did, however, resort to early use of decision by simple majority. The problem of establishing a decision rule was often as difficult as dealing with the most contentious goal statements.

7.   The majority of GOALS groups did establish some form of obvious leadership, although a few appeared to have no single individual directing the activity.

SUMMARY IMPACT OF PARTICIPATION AND INFORMATION

Attempts to summarize the data from this portion of the intervention represented a much more complex problem than the information just presented. Data for these summaries are drawn from the descriptive information on ranks and from the statistical analyses of Chapter 6. Unlike Chapter 6 where the emphasis was on identifying trends, this section will identify the trends concisely and, where necessary, provide interpretive comment.

Impact of the Group Goal-Setting Activity

The impact of the GOALS activity was examined by descriptive and statistical analyses of the mean scores and ranks for the "Is" and "Should Be" perceptions between Tests One and Two and the "Is"/"Should Be" relationships on Test One and Test Two. The following points represent a summary of these analyses.

"Is" Responses. Examination of ranks after the GOALS activity showed that there was very little change in goals perceived to be of low or very low rank. The majority of shifting between ranks occurred on goals already ranked as important. Specifically the majority of rank shifting occurred among the top six goals, Academic Development, Accountability/ Efficiency, Community, Democratic Governance, Freedom and Vocational Preparation. While shifting between the ranking of these goals did occur after the GOALS activity, none of them disappeared from the top six goals.

Process goals dominated the top ten goals both before and after the group GOALS activity, leading to the observation that the group activity confirmed the importance of process activities in individuals' perceptions of present priorities in the college. The particular Process goals were Community, Accountability/Efficiency, Democratic Governance, Freedom and Intellectual/Aesthetic Environment.

Comparison of the "Is" scores between Tests One and Two indicated that statistically significant differences occurred on six goal statements: three Output goals: Academic Development, Intellectual Orientation and Vocational Preparation; and three Process goals: Democratic Governance, Community and Innovation. Except for Innovation, all of them were ranked in the top eight goals. This suggested that the group process acted to produce a significant amount of variety in the way individuals perceived these goals to exist in the college. They were all perceived as high priority activities in the present college environment, but within that perception of importance reflected by the mean response and subsequent ranks, there was a statistically significant difference on the variation of responses after the group GOALS activity.

"Should Be" Responses. After the group GOALS activity there was no shifting in the ranks of goals perceived to have a low future priority in the college. As with the "Is" responses the majority of rank shifting took place with those goals perceived as high future priorities. Nevertheless, while shifting among ranks did occur for highly ranked goals

after the group GOALS activity, it did not result in widespread shifts of
goals into substantially different levels of importance. The top four
goals, Community, Democratic Governance, Intellectual Orientation and
Vocational Preparation were in a slightly different order after the
GOALS activity, but they were still perceived as the top four future
priorities. Meeting Local Needs and Freedom were displaced out of the
top eight goals by Academic Development and Innovation after the GOALS
activity. Largely, however, the same group of goals perceived as high
future priorities remained after the GOALS activity. Their specific
goal ranks had altered slightly in some cases.

Process goals, in particular Community, Democratic Governance,
Intellectual/Aesthetic Environment and Freedom, dominated the top eight
goals. After the GOALS activity, however, Freedom had dropped slightly in
priority to be replaced by Innovation as the fourth Process goal.

Comparison of the "Should Be" responses between Tests One and Two
indicated that statistically significant differences between means
occurred on three Output Goals: Academic Development, Traditional
Religiousness and Advanced Training. No statistically significant
differences between means occurred with the Process Goals.

Academic Development decreased two ranks after the GOALS activity
but remained as an important priority. Advanced Training rose only one
rank after the GOALS activity but primarily remained a goal of low future
priority. Traditional Religiousness consistently ranked as the lowest

future priority throughout the whole intervention. The incidence of statistical significance suggested that the GOALS activity changed perceptions of importance on these goals. However, their positions relative to other goals remained basically the same, thus suggesting a statistically significant difference between means as a result of the GOALS activity.

Comparison of the "Is"/"Should Be" Responses. Four noticeable shifts in priority between present and future priorities occurred on Test One prior to the GOALS activity. They were the Accountability/ Efficiency, Academic Development, Individual/Personal Development and Intellectual Orientation goals. The first two dropped substantially in priority and the last two rose substantially. Changes between present and future priorities for the other goals did not result in substantial rank changes.

After the GOALS activity, Academic Development and Accountability/ Efficiency were still perceived as higher present priorities, but were decreased as future preferences, although the match between present and future perceptions of Academic Development were closer. The future preference for Accountability/Efficiency remained consistently at rank eleven. The spreads between Intellectual Orientation and Individual Personal Development remained much the same as on Test One.

After the group GOALS activity the "Is"/"Should Be" relationships were similar to those of Test One except for Freedom which fell below Innovation. Most shifting occurred with goals of high or very high rank

and there was a general tendency for the "Is" and "Should Be" per-
ceptions to draw closer together than had occurred prior to the GOALS
activity.

Statistical evidence was available to support the descriptive evi-
dence of decreased "Is"/"Should Be" differences after the GOALS activity.
On Test One there were five Output Goals and four Process Goals that
had statistically significant "Is"/"Should Be" differences. Following
the GOALS activity only two Output and two Process Goals showed statis-
tically significant differences on the "Is"/"Should Be" comparisons.

After the GOALS activity Traditional Religiousness, Democratic
Governance and Community continued to show statistically significant
t ratios between the "Is" and "Should Be" comparisons. Vocational
Preparation which had not shown a statistically significant difference
on Test One, did so after the GOALS activity.

Thus it was possible to reason that, with the exception of the
Vocational Preparation goal, the group GOALS activity resulted in fewer
goals with statistically significant differences between the "Is" and
"Should Be" comparisons of means.

Impact of the Information Feedback

Data related to the impact of the information feedback came from
comparison of responses on Tests Two and Three. The comparisons re-
presented the impact of information feedback with the group GOALS activity
held constant.

"Is" Responses. The information feedback had little impact on the
ranking of goals with low or very low present priorities. There was

some shifting of ranks for moderately rated goals like Freedom, In-
novation and Individual Personal Development, but most of the shifting
of ranks occurred with the high or very highly ranked goals. This shifting
did not drastically change the ranking of the highly rated goals but the
shifting which did occur was back in the direction of ranks established
on Test One. Academic Development, Community, Democratic Governance,
Accountability/Efficiency and Intellectual Orientation were the top six
goals after the information feedback. With the exception of Intellectual
Orientation they had also ranked in the top six after Test Two, prior
to the information feedback. Thus the shifting of ranks was not a
question of whether the goals were perceived as presently important,
but was a question concerned with relative importance.

Process goals were still dominant in the perception of present
priorities; however, Freedom fell to a moderately ranked position, there-
by reducing the Process goals from four to three out of the top eight
goals.

The information feedback resulted in no statistically significant
differences between means on the Test Two and Three "Is" responses.

"Should Be" Responses. The primary impact on ranking of the
"Should Be" responses was for most shifting to occur among the high and
very highly ranked goals. With the exception of Academic Development,
shifting did not result in goals being moved out of the highly ranked
categories. The shiftings, however, were back in the direction of the

ranks perceived on Test One, prior to any intervention activities. As a result, it appeared that the information feedback worked to re-establish pre-intervention perceptions. Innovation was the one exception to this trend. It maintained a gradual trend toward a higher future priority.

Following the information feedback only the Individual/Personal Development goal showed a statistically significant t ratio between the Test Two and Three "Should Be" responses. Not only did the information feedback result in an increase in rank for this goal, it also produced a statistically significant difference in the mean responses.

Comparison of the "Is"/"Should Be" Responses. The majority of changes from Test Two to Three on comparison of the "Is" and "Should Be" ranks was concentrated among the high and very highly ranked goals. After the information feedback the differences between "Is" and "Should Be" ranks was more pronounced and more extreme. The movement toward congruency following Test Two dissipated in shifting which took place in the direction of the "Is" and "Should Be" relationships of Test One.

This trend was substantiated by the t test analyses between the "Is" and "Should Be" responses. Following Test Two a total of two Output and two Process goals showed statistically significant differences between means of the "Is" and "Should Be" responses. Following the information feedback on Test Three, there were nine mean comparisons with statistically significant differences. Six were Output goals and three were Process goals. This compared with nine differences after Test One. Six of the nine differences,

Individual/Personal Development, Humanism/Altruism, Traditional Re-
ligiousness, Advanced Training, Research, Social Criticism/Activism,
Community, and Off-Campus Learning had also occurred on Test One, prior
to any intervention activity.

CONCLUSIONS

In attempting to elucidate some conclusions from this intervention,
it is again important to recall that the initial sub-problem dealt with
the intervention process and the results of interaction between myself
and participants. The second sub-problem examined the impact of parti-
cipation in a group GOALS process and information feedback on perceptions
of goals.

Intervention Process

There were a number of conclusions to be drawn in direct relation-
ship to the intervention process.

1. The process and specifically the method of the intervention were
too complicated. Participants had difficulty understanding the overall
intervention and how the phases were related. As a result they had trouble
in understanding what would be expected of them.

2. The complexity confused the purpose of the study, delayed the
entry time and made it impossible to complete the activity in the span
of the 1973-74 academic year. This introduced two major weakness into

the intervention: (a) insufficient time to absorb the information feed-back and (b) inability to check carefully individual responses to the intervention following the final administration of the IGI.

3. Due to my misjudgement about the complexity of the intervention, insufficient resources in terms of both personnel and time were available to the study. Stated another way, the tasks attempted were simply too large.

4. Negotiation was a fairly consistent response to the process of the study, although the negotiations related primarily to the effective allocation of limited time resources for participants in the intervention and to communication about the study to significant college groups.

5. Once individuals had begun to participate in the study, especially the GOALS activity, response was positive and understanding of the process became clearer.

6. The type of relationship which developed between myself and the college was never singular. There were elements of client dependency; however, the converse was also true. During the initial contact and entry phases client dependency on the researcher was evident. Progress into the actual data gathering saw a more interdependent relationship begin to develop and this relationship tended to dominate the rest of the intervention. Some mild counterdependance occurred but was primarily related to the negotiation activities.

7.   Attempts to be a legitimate participant in the college through a meaningful program research task were not positive since the activity was outside the college. In terms of resources, the program research activity was counter-productive since it put strain on the amount of time I had to make available to the study. Again this related to my failure to initially recognize both the size and complexity of the re-sponsibilities involved in becoming accepted into an organization and then to implement very complex and large data collection and analysis activities.

Impact of the Group Goal-Setting Activity and Information Feedback

A second level of conclusions related to what impact the GOALS activity and information feedback had on perception of goals.

1.   The group GOALS activity did not change perceptions of present or future importance for goals ranked low or very low.

2.   The GOALS activity resulted in changes in perceptions of pre-sent and future priority for very highly ranked goals, but the same seven or eight goals consistently appeared as top throughout the inter-vention.

3.   The GOALS activity did not decrease the dominance of such Process goals as Accountability/Efficiency, Community, Democratic Governance and Freedom as top-ranked present priorities. After the GOALS activity, the Process goals of Community, Accountability/Efficiency and Freedom were

perceived not only as dominant but also as the top three priorities in the present environment. Thus the GOALS activity worked to increase the perceived importance of process activities in the college environment.

4.   The dominance of Process goals changed slightly in perceptions of future priorities after the GOALS activity with the marked decrease of Accountability/Efficiency as a high priority; however, Accountability/ Efficiency was consistently perceived as a less than positive process activity. Regardless of the GOALS or information feedback it was rated much lower as a future priority.

5.   The GOALS activity resulted in statistically significant differences in perceptions of top-ranked goals but did not produce substantial changes in rank for these goals. This suggested that the GOALS activity produced differences in perceptions about relative importance, but did not result in substantially changed perceptions of present or future importance.

6.   Participation in the GOALS activity did have an impact to produce less diversity and more college-wide consensus on the perception of goals.

The GOALS activity tended to produce more agreement about what the Process Goals "Should Be" as opposed to what they were ("Is" scores). There were no statistically significant differences for the "Should Be" Process goals, while there were three out of seven statistically significant differences for the "Is" Process goals.

The GOALS activity functioned to reduce the number of goal state-
ments with statistically significant differences between "Is" and
"Should Be" perceptions.

7.   The GOALS activity resulted in a shift of future priorities
between Innovation and Freedom. Following the GOALS activity Innovation
was rated as a higher future priority than Freedom. This was the
opposite from perceptions of present priorities and led to the conclusion
that processes like community and democratic governance were more pre-
ferred as prior conditions for innovation than was freedom.

8.   The information feedback tended to re-establish pre-intervention
perceptions of rank. The information feedback had little impact on low
or very low-ranked goals. Most shifting of ranks occurred on high or very
highly ranked goals and, while the shifting did not substantially change
levels of importance, the trend was back in the direction of pre-inter-
vention perceptions.

9.   The provision of information had no statistically significant
impact on the way individuals perceived goals "to be" in the college.
The information either confirmed perceptions or it simply had no impact.

10.   Similarly, information appeared to have virtually no impact or
acted to confirm individuals' perceptions of what "Should Be" in terms of
college goals. The one exception was the Individual/Personal Development
goal statement.

The apparent lack of impact provided by information feedback was
not so conclusive in relation to the "Is"/"Should Be" relationships.

There was some support for the following conclusions:

11. The information created a decrease in the consensus on low-valued goal areas where statistically significant differences which had disappeared between Tests One and Two reappeared again after Test Three. This was so on the Output goals of Advanced Training, Research and Social Criticism/Activism and the Process goal, Off-Campus Learning.

12. Areas where agreement had been strengthened after the GOALS activity resulted in statistically significant differences between means upon presentation of the information feedback. This was so for the Output goals of Individual/Personal Development and Humanism/ Altruism and the Process goal of Freedom. This last goal was a consistently high-valued goal. This was the possible consequence of the information acting to create dissonance with perceptions which had been established after the group GOALS activity. In other words, in the GOALS simulation, perceptions were established which did not match the realities of operation as reflected in the information.

13. The information feedback produced no change in the statistically significant differences between the "Is"/"Should Be" comparisons of two goals. This was the case for the Traditional Religiousness goal statement which was valued lowest throughout the whole study. It was also so for the Community goal statement which was consistently valued high throughout the whole study. Perceptions of the priorities for these goals was so strong that nothing could impact to change them, but a wide variety of responses continued to exist between perceptions of present and future priority.

14. Highly positive rank correlations resulted between all levels of comparison as a result of the intervention. In particular, the intervention resulted in higher positive correlations between "Is" ranks. This was similar for "Should Be" ranks but the GOALS process resulted in slightly stronger correlations than did the information feedback. The intervention reduced the positive correlations between "Is" and "Should Be" ranks, although the correlations were still very high.

General Conclusions

The above conclusions were specifically related to the nature of the "Is" and "Should Be" perceptions from the intervention. There were three general conclusions which must also be identified.

1. Across all the tests it was evident that the responses to the goals exhibited a generally common direction. There was considerable agreement about which goals were important and which were decidedly lower priorities. Differences tended to be ones of degree rather than complete redirection. This was not to suggest that no important differences occurred between or across tests. It was, however, evident that a clear direction existed both in the perceptions of what existed and what was desired for the college.

2. The majority of changing which did take place was in relation to high or very highly ranked goals. This observation leads to the possibility that identification of high priority activities in the college did not result in agreement, but instead simply identified differences and

made disagreements and continuing conflict more of a reality. If
organizations can pursue multiple goals at the same time, then identi-
fication of gross goal priorities may be as far as goal identification
can productively go.

3.   Activities related to maintenance of the college environment
were consistently rated as being very important. In particular, the
GOALS simulation established that community and democratic governance
were more valued as conditions for innovation than was freedom. This
could have considerable implications for the design of strategies to
encourage and foster creativity and change in the college.

IMPLICATIONS

In terms of assessing goals in a college there is obvious value in
having some insight into methods for achieving consensus. There is
also some value in knowing where consensus and disagreement occur about
the direction of an organization. This intervention, for example, made
it very clear that there was agreement about general direction and that
differences related in many areas to degree rather than substance.
This knowledge about the nature of the consensus and its locations in
the organization can provide decision points towards which members of
the organization can focus their efforts to rationalize and accept the
differences or work to eliminate the disagreements.

In this context the IGI is a useful tool; however, it should be recognized that polling goal perceptions and achieving a "paper" consensus is not the same as establishing, adopting and realizing "real" goals. The IGI demonstrates a weakness in the sense that it focuses on cognitive issues and not on feelings and emotions. In organizations the tie between these areas relates to the resource allocation decisions required to translate the "paper" consensus of an IGI and emotions of organization members into operating realities. In fact this study has opened the possibility that efforts to identify college priorities will not result in a perfect consensus about the discrete importance of each particular goal. Efforts to derive the perfect consensus could result in constant conflict and the answer to this problem may rest in establishing general priorities, legitimating the conflict in the competition for resources and allowing for the existence of multiple goals.

On its own the IGI is weak because it does not bring attention to bear on the resource aspects of setting goals. This weakness of the instrument was borne out by the overwhelming trend over the three testings for all goal statements, both "Is" and "Should Be", to receive higher and higher values. Everything the college could do was viewed as being more and more important, and rankings became based on smaller and smaller differences. This tendency seemed to suggest a counter-productivity of producing consensus with a device like the IGI. It seemed to suggest that "consensus" really meant that every-

thing was important. This, of course, would be a denial of human and fiscal reality.

These comments must be viewed in the context of the fact that this study did not just use the IGI alone. The study embedded use of the IGI in a scheme of initial conceptual preparation, broad exposure to the study and some effort to tie goal-setting to resource realities.

One might have expected that over time in this study a larger number of goals would have actually received lower scores. Thus it would have become clear that participants were perceiving goals not only from the point of view of desirability, but also in terms of resource availability. While this situation was likely a function of the fact that this study did not particularly emphasize the resource application, it also suggests a more careful introduction of the conceptual framework behind the intervention to facilitate a better understanding of the way in which negotiations occur and goals are established in an organization.

Further, this conceptual framework is necessary to provide some way for dealing with the problem of "What do the data mean?" Do the differences between present and preferred goal statements mean dissatisfaction or high aspirations? Furthermore, the framework is necessary to deal with the problem raised earlier that the IGI goals are not the real goals of the college and they cannot therefore be directly adopted. The framework is necessary to emphasize the relationships between a process/instrument type of consensus and the formal, policy-making responsibilities of governing boards.

The intervention also raised a question about the permanency of a consensus developed through a participation/feedback process. The question of relationships between this type of consensus and substantial modification of attitudes and behavior is also demanding of an answer, or at least a sense of direction (Winstead and Hobson, 71: 669-677). It just may be as Bennis (1973b: 391) observes that consensus is chimerical under conditions of an incessant, turbulent and imposing environment; diverse and conflicting constituencies; and a phenomenal rate of change. What may be required is to view "comity" as a basic willingness to see the "other side" as human and to accept that "other side" without a basic need to destroy for one's own survival.

This study attempted to build a broad and comprehensive conceptual framework. There were obvious failures and more obvious needs to relate portions of the conceptual framework to manageable research activities. It is now relevant to identify recommendations and suggestions for further research in the context of these considerations.

RECOMMENDATIONS AND FURTHER RESEARCH

Recommendations

The scope of the conceptual framework used in this study and the need to relate it meaningfully to operational research problems was evident.

1.   The major recommendation would simply be to reduce the scope of such an intervention by identifying manageable but related research tasks. For example, the GOALS simulation should have been separate from the information feedback. Both of these processes represented respect-able research tasks. They should have been conducted in a more discrete fashion. The same observation was possible in relation to the types of information. Mixing of information on perceptual responses and fiscal data did not allow for the proper absorption of either. This is not to suggest that the questions dealt with in this study should be separated. They should be placed into operationally manageable but logical units and be conducted as parts in an integrated study.

2.   It follows then, that efforts to deal with the variety of tasks in this intervention require a team approach over an extended period of time. This would permit the breaking up of the many issues in the frame-work into manageable portions. The team leader could provide the continuity and integration required in such a study. Under such a procedure ad-equate resources and time could be made available to the study and longitudinal strategies could be applied to examine the relationship of ever-increasing aspirations to the reality of available organization resources. Also more discrete operations would permit more control of variables so that the impacts of group process and information would be clearer. Furthermore, such a team approach might help with the lack of credibility that research has in dealing with real problems by actually

operationalizing the belief that theory and practice are part of a continuous process and not discrete activities.

3.   Legitimating activities for the researcher should relate directly to the purposes of the intervention. The intervention should be the legitimate activity for the intervenor and peripheral, additional activities should be discouraged.

4.   Much more time is required for the Entry and the Response to the Process phases. In fact, substantial argument could be made for never operating an activity like this unless the major core of the research team was located inside the organization over a long period of time.

5.   More time is required to ensure that the information feedback is absorbed and understood.

6.   As well, much more effort is required to familiarize participants with the concepts underlying goal-setting in organizations.

Further Research

There are a number of research questions that flow from this intervention. Some of the more obvious issues are identified below.

1.   The whole concept of goal-formation based on concepts of bargaining/coalition/side-payments/slack needs some substantial empirical validation. The concept has extremely appealing face validity and internal consistency but firm statements and clearer strategies related to setting goals in organizations demands the added rigor of matching the model

with reality. A case study could be performed to ascertain whether or not these concepts actually operate to affect the priorites that individuals establish in organizations. Actual bargaining could be observed, the establishment of coalitions identified, and the use of slack to make side-payments verified. These would all have to be related to the actual operating priorities of the organiztion.

2. This study also raises questions about consensus in organizations. For instance, how specific must a consensus be for an organization to operate effectively? If consensus exists, is the organization more efficient? What does the establishment of consensus cost in terms of money and required compromise? How far can individual behavior differ from the consensus?

3. Similar types of questions can be raised about goals in organizations. What processes are used to apply them as general decision guides and by whom are the processes employed?

4. A follow-up study after the administration of the IGI in a college might yield insight into how the questionnaire goals were translated into or affected formal policies and operating practices.

5. Both the IGI and the GOALS instruments require continued application in different institutions in order to further validate the goal categories and to be sure that changing demands on institutions of higher education are not rendering some goals obsolete. Exploration of the possible correlation between the paper allocations required on the GOALS instrument and actual fiscal allocations in a college would also be a useful validating procedure.

6.   Environmental processes such as community and democratic governance were suggested as being important in fostering innovation. Exploration of organization processes preferred as supports for creativity and innovation could provide validation for this suggestion. At the same time, such exploration could yield insight into a broader range of activities supportive of creativity and growth in organizations.

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APPENDICES

APPENDIX A

INSTITUTIONAL GOALS INVENTORY

INSTITUTIONAL GOALS INVENTORY
(Form 1)

To the respondent:

Numerous educational, social, and economic circumstances have arisen that have made it necessary for many colleges and universities to reach clear, and often new, understandings about their goals. During the late 1960s there were new demands, especially from students, for colleges to assume new roles and serve new interests. Now, in the early 1970s, a widespread financial crisis is making it imperative for colleges to specify the objectives to which limited resources may be directed.

The Institutional Goals Inventory (IGI) was developed as a tool to help college communities delineate goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of college goals.

The Inventory was designed to embrace possible goals of all types of higher education institutions—universities, church-related colleges, junior colleges, and so forth. Most of the goal statements in the Inventory refer to what may be thought of as "output" or "outcome" goals—substantive objectives colleges may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to "process" goals—goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups—faculty, students, trustees, and so forth. In no instance will responses of individuals be reported. The Inventory should ordinarily not take longer than 45 minutes to complete.

DIRECTIONS

The Inventory consists of 90 statements of possible institutional goals. Using the answer key shown in the example below, you are asked to respond to each statement in two different ways:

First—How important **is** the goal at this institution at the present time?

Then—In your judgment, how important **should** the goal be at this institution?

EXAMPLE

to prepare students for university . . .

	is	of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
	is	1	2 ✓	3	4	5
	should be	1	2	3	4 ✓	5

In the example, the respondent has indicated that he believes the goal "to prepare students for university" is presently of low importance at his institution, but that it should be of high importance.

• Unless you have been given other instructions, consider the institution as a whole in making your judgments.

• In giving **should be** responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.

• Please try to respond to every goal statement in the Inventory, by checking one space after **is** and one space after **should be.**

• Use any soft lead pencil. Do not use colored pencils or a pen—ink, ball point, or felt tip.

• Mark each answer by checking (√) the number under the appropriate level of importance.

• Additional Goal Statements (Local Option): A section can be included for additional goal statements of specific local interest or concern. These statements may be supplied locally. If none are supplied, go on to the Information Questions.

• Information Questions (91 - 97): These questions are included to enable each institution to analyze the result of the Inventory in ways that will be most meaningful and useful to them. Respond to each question that applies.

1. to help students acquire depth of knowledge in at least one academic discipline . . .

2. to train students in methods of inquiry, research, and/or problem definition and solution . . .

3. to help students identify their own personal goals and develop means of achieving them . . .

4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences . . .

5. to increase the desire and ability of students to undertake self-directed learning . . .

6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school . . .

7. to develop students' ability to synthesize knowledge from a variety of sources . . .

8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events . . .

9. to hold students throughout the institution to high standards of intellectual performance . . .

10. to instill in students a life-long commitment to learning . . .

11. to help students achieve deeper levels of self-understanding . . .

12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency . . .

13. to help students be open, honest, and trusting in their relationships with others . . .

14. to encourage students to become conscious of important moral issues of our time . . .

15. to increase students' sensitivity to and appreciation of various form of art and artistic expression . . .

16. to educate students in a particular religious heritage . . .

17. to help students understand and respect people from diverse backgrounds and cultures . . .

18. to require students to complete some course work in the humanities or arts . . .

19. to help students become aware of the potentialities of a full-time religious vocation . . .

20. to encourage students to become committed to working for world peace . . .

21. to encourage students to express themselves artistically, e.g., in music, painting, film-making . . .

22. to develop students' ability to understand and defend a theological position . . .

23. to encourage students to make concern about the welfare of all mankind a central part of their lives . . .

24. to acquaint students with forms of artistic or literary expression in non-Western countries . . .

25. to help students develop a dedication to serving God in everyday life . . .

26. to provide opportunities for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing . . .

27. to develop what would generally be regarded as a strong and comprehensive degree programs . . .

28. to perform contract research for government, business, or industry . . .

29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis . . .

30. to develop educational programs geared to new and emerging career fields . . .

31. to provide preparation for training in one or more of the traditional professions, e.g., law, medicine, architecture . . .

32. to offer degree programs in such "newer" professions as engineering, education, and social work . . .

33. to serve as a cultural center in the community served by the campus . . .

34. to conduct basic research in the natural sciences . . .

35. to conduct basic research in the social sciences . . .

36. to provide retraining opportunities for individuals whose job skills have become out of date . . .

37. to contribute, through research, to the general advancement of knowledge . . .

38. to assist students in deciding upon a vocational career . . .

39. to provide trained manpower for local-area business, industry, and government . . .

40. to facilitate involvement of students in neighborhood and community-service activities . . .

41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or degree programs . . .

42. to provide educational experiences relevant to the evolving interests of women . . .

43. to provide critical evaluation of prevailing practices and values in society . . .

44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities . . .

45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted . . .

46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective . . .

47. to work with governmental agencies in designing new social and environmental programs . . .

48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics) . . .

49. to help students learn how to bring about change in society . . .

50. to focus resources of the institution on the solution of major social and environmental problems . . .

51. to be responsive to regional and national priorities when considering new educational programs for the institution . . .

52. to provide educational experiences relevant to the evolving interests of Eskimos, Metis, and Canadian Indians . . .

53. to be engaged, **as an institution,** in working for basic changes in society . . .

54. to ensure that students are not prevented from hearing speakers presenting controversial points of view . . .

55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution . . .

56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers . . .

57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.) . . .

58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance . . .

59. to maintain a climate in which communication throughout the organizational structure is open and candid . . .

60. to place no restrictions on off-campus political activities by faculty or students . . .

61. to decentralize decision making on the campus to the greatest extent possible . . .

62. to maintain a campus climate in which differences of opinion can be aired openly and amicably . . .

63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom . . .

64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them . . .

65. to maintain a climate of mutual trust and respect among students, faculty, and administrators . . .

66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities . . .

67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life . . .

68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, etc . . .

69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests . . .

70. to experiment with different methods of evaluating and grading student performance . . .

71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies . . .

72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years . . .

73. to sponsor each year a rich program of cultural events—lectures, concerts, art exhibits, and the like . . .

74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs . . .

75. to award the bachelor's and/or associate degree for supervised study done **away** from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work . . .

76. to create an institution known widely as an intellectually exciting and stimulating place . . .

77. to create procedures by which curricular or instructional innovations may be readily initiated . . .

78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary) . . .

79. to apply cost criteria in deciding among alternative academic and non-academic programs . . .

80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges) . . .

81. to regularly provide evidence that the institution is actually achieving its stated goals . . .

82. to carry on a broad and vigorous program of extracurricular activities and events for students . . .

83. to be concerned about the **efficiency** with which college operations are conducted . . .

84. to be organized for continuous short-, medium-, and long-range planning for the total institution . . .

85. to include local citizens in planning college programs that will affect the local community . . .

86. to excel in intercollegiate athletic competition . . .

87. to be **accountable** to funding sources for the effectiveness of college programs . . .

88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life . . .

89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus . . .

90. to achieve consensus among people on the campus about the goals of the institution . . .

APPENDIX B

GLOSSARY OF GOAL STATEMENTS

FROM THE GOALS SIMULATION

GLOSSARY OF GOAL STATEMENTS FROM G.O.A.L.S.

OVERALL PURPOSE GOALS (PROGRAM GOALS)

1. Operating a Continuing Education Program for Adults - programs
    closely related to the needs of the adult popoulation within the
    community whether for college transfer credit, occupational up-
    grading, or experiences necessary for a change in vocation.

2. Operating University Parallel College Transfer Programs - programs
    designed to meet the requirements for lower division of four-year
    college or university programs.

3. Operating One, Two, and Possibly Three Year Career Programs - pro-
    grams designed to meet the demand for technicians, semi-professional
    workers, and skilled craftsmen for employment in industry, business,
    the professions, and government. Includes associate degree in
    applied science, diploma, and certificate programs.

4. Operating Specialized Regional and Community Service Programs -
    specialized services to provide for the cultural and educational
    needs of the region served by the school. Services include non-
    classroom and noncredit programs, cultural events, workshops,
    meetings, lectures, conferences, seminars, and special community
    projects which are designed to provide needed cultural and edu-
    cational opportunities for the citizens of the region.

5. Operating a Comprehensive Student Personnel Services Program -
    services designed to facilitate educational, vocational, personal,
    and social decision-making and growth.

6. Operating Developmental Programs - programs offered to prepare
    individuals for admission to an occupational-technical curriculum
    or to a university parallel-college transfer curriculum in the
    college. These programs are designed to assist the individual in
    developing the basic skills and knowledge necessary to succeed in
    other college programs.

INSTRUCTIONAL ENDS GOALS

7. Improving Mental Health - the degree to which the student is able
    to cope with the pressures and stress experience in a rapidly
    changing environment in the world of work or in higher education,
    as a result of the experience at college.

Instructional Ends Goals (cont'd)

8. Developing Special Aptitudes - the extend to which the student is able to develop unique aptitudes that have been identified through testing and/or counseling.

9. Improving Inter-Personal Relationships - the degree to which the student is able to relate better to other individuals or groups as a result of his college experience.

10. Raising the Level of Social Status - the extent to which the student has actually raised his social status in the community by receiving a certificate, diploma, or degree.

11. Developing Social Graces - the degree to which the college assists the student to become more comfortable in social situations during his college experience.

12. Developing Creativity - the extent to which the student is able to design, produce, or otherwise bring into existence new and original products, ideas, or processes.

13. Raising the Level of Education Achievement - the extent to which the student has mastered tasks that he could not perform when he arrived at the college.

14. Improving Self-Concept - the extent to which the students sees himself as having increased worth and value as a human being as a result of his college experience.

15. Increasing Basic Skills - the extent to which students are able to demonstrate basic skills across several broad fields (reading, writing speaking, math, history, etc.)

16. Increasing Social Recognition - those awards and other honors granted to students by the college or by the community in recognition of outstanding achievement while attending the college.

17. Assisting in the Choice of a Major or Career - the degree to which the college has assisted the student in the selection of a program that meets his individual goals.

18. Influencing Basic Beliefs - the degree to which the student changes his range of moral guidelines, religious beliefs, and/or sexual beliefs during his college experience.

19. <u>Assisting in the Choice of an Avocation</u> – the extent to which the college helps the student in the selection of leisure activities or hobbies.

20. <u>Raising Level of Income</u> – the extent to which the student is actually able to earn an increased salary or fee as a result of skills attained during the college experience.

21. <u>Stimulating Interest in New Areas</u> – the degree of desire in the student to continue self-initiated study – to participate in areas discovered through programs offered at the college.

22. <u>Increasing Drive Toward Goals</u> – the extent to which a student is able to select a set of personal goals and to work toward accomplishing those goals during the college experience.

23. <u>Increasing Problem-Solving Ability</u> – the extent to which the student demonstrates increased ability to correctly select and carry out principles and procedures for solving problems as a result of the college experience.

24. <u>Instilling a Sense of Citizenship</u> – the extent to which the student has accepted a higher degree of responsibility for membership in the community as a result of his college experience.

25. <u>Improving Critical Thinking Ability</u> – the extent to which the student is able to demonstrate improved ability to exercise or employ careful judgments in making decisions in light of given information.

26. <u>Raising the Level of Vocational Achievement</u> – the extent to which the student is able to demonstrate increased skills in his occupation as a result of his college experience.

<u>MANAGEMENT SUPPORT GOALS</u>

27. <u>Insuring that Students have a Voice in Deciding What Will be Taught</u> – the degree to which the student is able to influence what will be taught by providing the instructor with objectives or topics that are of special interest to him.

28. <u>Insuring that Most Students Master Courses</u> – the extent to which students are able to complete the objectives of a course at a level that will allow them to exhibit a high level of proficiency in the world of work or in higher education.

Management Support Goals (cont'd)

29. Allocating Funds in Accordance with Priorities to Meet Established Goals - the extent to which the leadership of the college allocates funds for some purpose and withholds them from others in order to reflect the college's commitment to priorities based on goals.

30. Providing Individualized Courses - the extent to which the college expands resources to develop course sequences fitted to the special abilities and learning rates of each student.

31. Eliminating Failing Grades - the extent to which a grading system is developed that provides a student the option to leave a course without meeting minimum objectives or to continue in a course until mastery is achieved without the fear of being awarded a failing grade.

32. Actively Recruiting the Poor and Disadvantaged - the extent to which college resources are expended in order to identify, recruit, and enroll students who would not otherwise have come to the college.

33. Encouraging Innovative Change - the extent to which the leadership of the college encourages and rewards individuals within the college for the production of ideas or processes that are designed to improve the ability of the college to achieve its goals more efficiently and/or effectively.

34. Insuring that Lack of Personal Financial Resources do not Provide a Barrier to Qualified Students - the extent to which costs are kept low and financial aid is made available to qualified students. The extent to which students are assisted in securing adequate funds that will allow them to attend.

35. Increasing Faculty and Student Involvement in the Community - the extent to which students and faculty contribute or participate in various organized or unorganized activities in the local community.

36. Evaluating the Progress of the College Toward Stated Goals - the extent to which the leadership of the college actually collects evidence, both while the student is in the college and after he leaves, to determine whether, in fact, change has taken place and the extent and degree of this change.

37. Providing Opportunities for Students to Participate in Co-Curricular Activities - the degree to which the leadership of the college commits time and resources to providing activities such as dances, yearbooks, social or special-interest clubs, and other similar co-curricular activities.

Management Support Goals (cont'd)

38. <u>Insuring Satisfaction with the College</u> - the degree of student satisfaction with the overall educational experience during college.

39. <u>Encouraging Opportunities for Mixing Racial or Ethnic Groups Socially</u> - the extent to which the college community as a whole fosters social interaction and congeniality between groups on campus and in the community.

40. <u>Insuring that all Persons Connected with the College Participate in Decision Making</u> - the extent to which the leadership of the college insures that parents, students, faculty, administrators, and friends of the college are provided an opportunity to participate in the determination of educational policies.

41. <u>Allowing Students to Commence a Course at any Time During the Year</u> - the extent to which the college is organized to allow students to begin a program of instruction at any time during the school year and to complete the program when the objectives are met.

42. <u>Maximizing Opportunities to Change Programs</u> - the degree of freedom the student has to change from one program to another, with limited loss of time and personal resources, in order to pursue new goals identified as a result of successes during the college experience.

43. <u>Fostering Adequate Pre-Service and In-Service Training for College Personnel</u> - the extent to which the college leadership insures that adequate, relevant, and appropriate pre-service and in-service training is available and utilized by instructors, administrators, counselors, etc.

44. <u>Reducing Student Attrition</u> - the degree to which students remain in college until goals are met - the demonstrated ability of the college to reduce student drop-out rate.

45. <u>Planning for Long-Range Development</u> - the extent to which the leadership of the college commits time and resources to a plan for attaining the purposes of the college.

46. <u>Hiring Personnel Dedicated to Student Learning</u> - the extent to which the leadership of the college insures that each person hired by the college agrees with and is dedicated to the purposes for which the college exists.

APPENDIX C

COST ANALYSIS PROCEDURE

COST ANALYSIS PROCEDURE

Delimitations

The following delimitations relate to conscious decisions to define the scope of the costing procedure.

1. The study was conducted on the year of operation 1973-74.

2. Acceptable enrolment figures used were those reported after 25 percent of the course had elapsed.

3. Capital costs were not included in the study for the following reasons noted by Cage and Fowler (1971: 5-8): (a) Colleges have not experienced the income tax and audit demands required to maintain depreciation records; (b) it was often difficult to determine who actually used some capital equipment; (c) some equipment like data processing hardware was used on a lease or rental basis; and (d) it was often difficult to get agreement on the "life" of equipment.

4. A number of limiting decisions occurred in the methodology used to allocate expenditures to courses and these delimitations are indicated below in the explanation of the method.

5. An additional delimitation related to the decision to allocate all faculty salaries as instructional costs. Under the assumption that a large majority of faculty time was in instruction, it was considered justifiable to use total salary as a direct change against the course an instructor taught. Instructors clearly do spend time in non-instructional duties and to the extent that this factor was not removed, the cost estimates produced in this study are overestimated.

Delimitations (cont'd)

6. A final delimitation related to #5 above was based on the assumption that time spent by instructors in different classes was directly related and in proportion to pre and post-instructional activities.

Estimation of Course Costs

The method used to derive the individual course costs was essentially a two step process: (1) Direct Instructional Costs were determined for each course on the basis of a proration technique, and (2) Indirect Costs were established on two bases for each course. The products of these two steps were then added to give a Total Course Cost.

Direct Instructional Costs. These costs were determined by taking an instructor's salary and adding fringe benefits. Additional pay for overload was also added to this figure to arrive at the instructor's total salary for the 1973-74 contract year. Extra pay for evening or summer courses was not added directly to the instructor's contract salary but was charged directly to the course.

With a total salary for each instructor, the next step was to determine what the instructor's teaching assignments were for both terms. Having determined each instructor's assignment by course, it was possible to determine the total hours an instructor taught in each course (hours assigned per course x the length of the course in weeks) and also the total instructional hours assigned for all courses (sum of hours spent in each course).

The portion of the instructor's salary assigned as Direct Instructional Cost to each course was the percentage that the hours for each course represented of the total hours assigned to the instructor:

$$\frac{\text{Total Hours Assigned Per Course}}{\text{Total Hours Assigned to Instructor for the Year}} \times \text{Instructor's Total Salary} = \text{Direct Instructional Cost Per Course}$$

At the end of this proration process additional costs for markers, laboratory assistants, etc. were added to the Direct Instructional Cost per Course.

Indirect Costs. These costs were prorated to each course on the basis of enrolments and class hours(time):

1.   Enrolments: Proration by enrolments assumed that certain charges against revenue were directly related to the number of students being served by the college. The number of dollars prorated by enrolments included such items as: Administrative costs, Instructional support, Community Services, and Counselling. The difference between the Instruction Item in the college's financial statement and the total of all instructor salaries and additional costs assigned to individual courses was also prorated by enrolment.

2.   Time: Proration of certain dollars by class hours assumed that the number of hours of usage was directly related to Plant Maintenance, the only item prorated by class hours.

Once these two base figures representing Indirect Costs to be apportioned by enrolment and hours were determined, the following technique was used:

By Student Enrolments as follows:

    a.   Total dollars to be apportioned on student enrolment basis.

    b.   Total students in total courses.

    c.   Divide (a) by (b) = Indirect per pupil cost based on enrolment.

    d.   Multiply the result of (c) by the enrolment in each course to yield the amount of indirect costs to be apportioned to each course on the basis of student enrolments.

On a Time Basis as follows:

    a.   Total dollars to be apportioned on class hours basis.

    b.   Determine the number of hours assigned to each course on a weekly basis x the length of that course in weeks.

    c.   Total the results of (b) for all courses.

    d.   Divide (a) by (c) to determine the indirect cost factor to be apportioned to each course on a time basis.

    e.   Multiply the factor of (d) by the (b) result for each course to determine indirect costs to be apportioned for specific courses on a time basis.

Cost Indicators. The resulting information on course costs was then reworked into the following measurements of course cost:

1. Total Course Cost: The total course cost was the result of adding three figures:

    a. Direct Instructional Costs per Course,

    b. Indirect Costs by Enrolment, and

    c. Indirect Costs by Class Hour.

2. Costs per Student: The cost per student was the result of dividing:

$$\frac{\text{Total Course Cost}}{\text{Number of Students Enrolled in the Course}}$$

3. Cost per Student Hour: This cost was derived by dividing:

$$\frac{\text{Total Course Cost}}{\begin{array}{c}\text{No. of Students} \\ \text{Per Course}\end{array} \times \begin{array}{c}\text{No. of Hours} \\ \text{Course Taught}\end{array} \times \begin{array}{c}\text{Length in} \\ \text{Weeks}\end{array}}$$

or, more simply:

$$\frac{\text{Total Course Cost}}{\text{Total Yearly Student Contact Hours per Course}}$$

Estimation of Program Costs

Program Costs were generated by taking the Course Costs and, on the basis of student programs stored in computer files, costing each course.

APPENDIX D

FEEDBACK PACKAGE –

GOALS AND COST INFORMATION

FROM: Dan Cornish.

TO :   All College Staff.

re: Feedback on the Goals Study

Over the past months we have participated in a study on Goals in Red Deer College. You will recall that the following activities occurred:

(1) Everyone filled out a copy of the *Institutional Goals Inventory*;

(2) Small groups participated in a goal-setting simulation called the G.O.A.L.S.;

(3) One half of you filled out the Inventory for a second time; and,

(4) Following this, I generated some cost-estimate data on the 1973-74 year.

Attached you will find a summary of information generated. I have tried to organize the material so that it will present a general picture and then move to more specific details.

(1) The results of the *Instructional Goals Inventory* at the beginning of the study are presented first. These results are organized by ranks in Table 1, the actual mean scores in Table 2 and the discrepencies between IS and SHOULD BE ranks in Table 3. A summary of the IGI goal statements is also included.

(2) The results of the G.O.A.L.S. activity are totally summarized in Table 4 along with the titles of the goal statements used.

(3) Tables 5, 6 and 7 summarize the ranks, means and discrepancies for the *Institutional Goals Inventory* after the G.O.A.L.S. participation activity.

(4) Table 8 summarizes cost data.

(5) Before each group of tables are attached brief notes which give some assistance in examining the tables.

Within the next few weeks I anticipate that a final opportunity will be given to allow you to discuss this information in small groups. I would sincerely encourage you to take time to examine the enclosed material.

TABLES 1, 2, 3, 5, 6 AND 7

When reading Tables 1 and 5, remember that

the ranks are arbitrarily ordered on the

basis of average scores. You will have to

look at the actual means in Tables 2 and

6 to see the actual distance between the

ranks for each goal statement.

Note especially the differences and simi-

larities that have developed AFTER the

participation activity (compare Tables 1

and 5, 2 and 6, 3 and 7).

DESCRIPTION OF THE 20 GOAL STATEMENTS

FROM THE IGI WAS INCLUDED IN THIS FEEDBACK PACKAGE

Table 1

Institutional Goals Inventory Responses By Rank for the First Completion

| Goal Statements | All College | | Board | | Adminis-tration | | Faculty | | | | | | | | | | | | | |
| | | | | | | | All Faculties | | Liberal Arts | | Science | | Health | | Community Services | | Business | | Support | | Students | |
	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB
Academic Development	17	12	20	8.5	16	9	15	11	14	10	18	12	15.5	7	15	11	18	10	18	14	18	12
Intellectual Orientation	13	19	14.5	17	13	19	13	19	13	20	12	17.5	12.5	18	12.5	16	13	18	12	16	11	15
Individual Development	12	16	14.5	16	12	16	12	18	12	17	13	17.5	11	19.5	12.5	12	17	18	11	17	8	17
Humanism/ Altruism	5	7	7	6	6.5	8	6	10	6	12	10	8	6	11	4	7	6.5	8	5	8	4	4
Cultural/ Aesthetic Awareness	7	6	11	7	5	5	8	6	10.5	13	7	7	8	5	6	4	6.5	6	7	4	5	3
Traditional Religiousness	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1
Vocational Preparation	20	18	17	20	17	18	18	16	19	11	19	19	20	19.5	17	20	12	14	20	19	20	18
Advanced Training	8	4	5	2.5	4	3	5	4	4	4	9	4	4	1	8	5	4.5	3	10	7	14	11
Research	3	2	2	2.5	2	2	3	2	3	2	2	2	3	3	3	2	2	1	4	3	3	2
Meeting Local Needs	15	15	12.5	18	14	13	14	13	15	9	14	14	17	17	14	17	14	15	9	15	13	14
Public Service	6	8	6	10	8	7	7	9	8	6	5	10	7	11	10	10	8	7	6	9	7	7
Social Equality	9	9	8.5	14	10	15	9	8	10.5	8	6	5	10	9	7	8	9.5	9	9	11	9	9
Social Criticism	4	5	3.5	5	6.5	6	4	5	5	7	4	6	5	8	5	6	4.5	5	3	5	6	5
Freedom	14	13	12.5	11.5	20	12	16	15	17	15	15	13	15.5	13	16	13	19	18	14	6	16	13
Democratic Governance	16	17	17	15	18.5	17	17	17	16	18	17	16	19	14	18	18	15	16	15	18	15	19
Community	19	20	19	19	18.5	20	20	20	18	19	20	20	18	16	19	19	16	20	16	20	19	20
Intellectual/ aesthetic Environment	11	14	10	11.5	11	11	11	14	7	16	11	15	12.5	11	11	14	9.5	11	13	12	12	16
Innovation	10	11	8.5	8.5	9	14	10	12	9	14	8	11	9	15	9	15	11	12.5	8	10	10	10
Off-Campus Learning	2	3	3.5	4	3	4	2	3	2	3	3	3	2	4	2	3	3	4	2	2	2	6
Accounta-bility/ Efficiency	18	10	17	13	15	10	19	7	20	5	16	9	14	6	20	9	20	12.5	17	13	17	8

OUTPUT GOALS

PROCESS GOALS

Table 2

Institutional Goal Inventory Responses by Mean Scores for the First Completion

| Category | All College | | Board | | Administration | | All Faculties | | FACULTY | | | | | | | | | | Support | | Students | |
| | | | | | | | | | Liberal Arts | | Science | | Health | | Community Services | | business | | | | | |
	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB
OUTPUT GOALS																						
Academic Development	3.17	3.66	3.50	3.44	3.17	3.53	3.13	3.64	2.96	3.36	3.19	3.56	3.39	3.54	3.07	3.56	3.31	3.36	3.18	3.74	3.15	3.67
Intellectual Orientation	2.87	4.09	3.13	4.31	2.92	3.94	2.89	4.28	2.82	4.64	2.87	3.97	3.07	4.43	2.86	4.00	2.95	4.20	2.84	3.94	2.75	3.77
Individual Development	2.80	4.06	3.13	4.25	2.85	3.86	2.86	4.16	2.74	4.35	2.89	3.97	2.79	4.54	2.86	3.75	3.25	4.20	2.79	3.99	2.47	3.05
Humanism/Aesthetic	2.30	3.35	2.25	3.13	2.53	3.44	2.32	3.53	2.21	3.92	2.57	3.27	2.50	3.86	2.14	3.11	1.95	3.10	2.25	3.27	2.17	2.87
Cultural/Aesthetic Awareness	2.42	3.11	2.69	3.19	2.44	3.11	2.40	2.32	2.43	3.93	2.48	3.19	2.68	3.21	2.18	2.54	1.95	2.75	2.49	2.99	2.19	2.81
Traditional Religiousness	1.48	1.84	1.19	1.75	1.50	1.97	1.41	1.74	1.46	1.88	1.45	1.61	1.39	2.07	1.36	1.14	1.20	2.00	1.59	2.04	1.49	1.69
Vocational Preparation	3.26	4.09	3.38	4.69	3.19	3.92	3.25	4.08	3.29	3.86	3.22	4.06	3.54	4.54	3.25	4.43	2.80	3.85	3.29	4.09	3.21	4.02
Advanced Training	2.46	2.89	1.63	1.88	2.31	2.47	2.24	2.65	2.14	2.98	2.50	2.78	1.93	2.04	2.43	2.57	1.90	2.05	2.74	3.24	2.96	3.46
Research	1.91	2.43	1.25	1.88	1.78	2.11	1.70	2.31	1.79	2.51	1.63	2.00	1.86	2.57	1.71	2.25	1.40	1.95	2.24	2.69	2.15	2.65
Meeting Local Needs	3.07	3.87	3.00	4.38	3.03	3.78	3.04	3.92	3.00	3.65	2.95	3.69	3.39	4.39	3.00	4.11	3.00	4.05	3.20	3.80	2.90	3.77
Public Service	2.41	3.42	2.06	3.56	2.53	3.42	2.40	3.41	2.42	3.56	2.33	3.39	2.61	3.86	2.54	3.46	2.05	3.05	2.44	3.38	2.35	3.19
Social Equality	2.52	3.46	2.33	3.98	2.69	3.81	2.45	3.42	2.43	3.74	2.42	3.05	2.71	3.82	2.36	3.25	2.40	3.20	2.55	3.39	2.62	3.40
Social Criticism	2.21	3.11	1.50	2.56	2.53	3.31	2.20	3.28	2.17	3.65	2.30	3.03	2.36	3.79	2.15	2.70	1.90	2.65	2.20	2.93	2.23	2.92
SUPPORT GOALS																						
Freedom	3.07	3.67	3.00	3.63	3.39	3.75	3.13	3.96	3.07	4.24	3.00	3.67	3.39	3.89	3.11	3.79	3.45	4.20	2.91	3.22	3.06	3.59
Democratic Governance	3.14	4.07	3.33	4.13	3.36	3.89	3.15	4.14	3.04	4.49	3.13	3.77	3.46	4.07	3.25	4.18	3.05	4.15	3.09	4.02	3.00	4.06
Community	3.25	4.30	3.44	4.50	3.36	4.36	3.30	4.40	3.28	4.50	3.30	4.30	3.43	4.21	3.32	4.25	3.20	4.55	3.15	4.16	3.17	4.17
Intellectual/Aesthetic Environment	2.73	3.82	2.56	3.63	2.75	3.72	2.63	3.93	2.40	4.33	2.78	3.75	3.07	3.86	2.61	3.79	2.40	3.40	2.85	3.69	2.83	3.83
Innovation	2.53	3.64	2.36	3.44	2.61	3.81	2.49	3.84	2.43	3.99	2.48	3.53	2.68	4.18	2.46	3.96	2.50	3.70	2.54	3.38	2.62	3.48
Off-Campus Learning	1.79	2.58	1.50	2.00	1.81	2.86	1.67	2.50	1.68	2.72	1.64	2.36	1.82	2.64	1.68	2.36	1.45	2.20	1.97	2.54	1.90	3.02
Accountability/Efficiency	3.21	3.48	3.38	3.69	3.11	3.56	3.28	3.32	3.43	3.26	3.00	3.27	3.12	3.32	3.50	3.32	3.55	3.70	3.15	3.73	3.10	3.35

Table 3

The Direction of Difference Between the IS and SHOULD BE
Rankings of Goal Statements and The Amount of Difference

	All College	Board	Administration	Faculty	Liberal Arts	Science	Research	Community Service	Business	Support	Students
OUTPUT GOALS											
Academic Development	- 5	-11.5	- 7	- 4	- 4	- 6	- 8.5	- 4	- 8	- 4	- 6
Intellectual Orientation	+ 6	+	+ 6	+ 6	+ 7	+ 4.5	+ 5.5	+	+ 5	+ 4	+ 4
Individual Development	+ 4	+	+ 4	+ 6	+ 5	+	+ 8.5	-	+	+ 6	+ 9
Humanism/Altruism	+	-	+	+ 4	+ 6	-	+ 5	+	+	+	0
Cultural/Aesthetic Awareness	-	- 4	0	-	+	0	-	-	-	-	-
Traditional Religiousness	0	0	0	0	0	0	+	0	+	0	0
Vocational Preparation	-	+	+	-	- 8	0	-	+	+	-	-
Advanced Training	- 4	-	-	-	0	- 5	-	-	-	-	-
Research	-	+	0	-	-	0	0	-	-	-	-
Meeting Local Needs	0	+ 5.5	-	-	- 6	0	0	+	+	+ 6	+
Public Service	+	+ 4	-	+	-	- 5	+ 4	-	-	+	0
Social Equality	0	+ 5.5	+ 5	-	-	-	- 4	+	-	+	0
Social Criticism	+	+	-	+	+	+	+ 3	+	+	+	-
SUPPORT GOALS											
Freedom	-	-	- 8	-	-	-	-	-	-	- 8	-
Democratic Governance	+	-	-	0	+	-	- 5	0	+	+	+ 4
Community	+	0	+	0	+	0	-	0	+ 4	+ 4	+
Intellectual/Aesthetic Environment	+	+	0	+	+ 9	+ 4	-	+	+	-	+ 4
Innovation	+	0	+ 5	+	+ 5	+	+ 6	+ 6	+	+	0
Off-Campus Learning	+	+	+	+	+	0	+	+	+	0	+ 4
Accountability/Efficiency	- 8	- 4	- 5	- 8	-15	- 7	- 3	-11	- 7.5	- 4	- 9

TABLE 4

The important part of this table is in the

results by group.   The results for the 19

individuals are for incidental comparison

only. The standard deviations are indica-

tions of the amount of agreement in rank-

ing the goal statements. The lower devia-

tions represent less variation in ranking

the goal.   Notice what happened with the

standard deviations between the individ-

uals and groups.

Table 4

Means, Ranks and Standard Deviations of Goal Statements in the G.O.A.L.S. Participation Activity for Selected Individuals and the Discussion Groups

	Overall Purpose							GOAL STATEMENTS — Instructional Ends																				Management Support																				
	1	2	3	4	5	6		9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	26	27	28		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47

21 Individuals

	1	2	3	4	5	6
Means	3.2	1.6	2.2	4.7	4.2	3.7
Ranks	4	1	2	6	5	3
Standard Deviations	1.4	0.7	1.2	1.6	1.5	1.7

19 Groups

	1	2	3	4	5	6
Means	3.6	1.8	1.8	5.3	4.1	4.0
Ranks	3	1.5	1.5	6	5	4
Standard Deviations	1.3	1.1	0.6	0.9	1.5	1.6

TITLES OF GOAL STATEMENTS FROM THE G.O.A.L.S. EXERCISE

Instructional Ends Goals

9. Improving Mental Health.
10. Improving Social Aptitudes.
11. Improving Inter-Personal Relationships.
12. Raising the Level of Social Status.
13. Developing Social Graces.
14. Developing Creativity.
15. Raising the Level of Education Achievement.
16. Improving Self-Concept.
17. Increasing Basic Skills.
18. Increasing Social Recognition.
19. Assisting in the Choice of A Major or Career.
20. Influencing Basic Beliefs.
21. Assisting in the Choice of an Avocation.
22. Raising Level of Income.
23. Stimulating Interest in New Areas.
24. Increasing Drive Toward Goals.
25. Increasing Problem-Solving Ability.
26. Instilling a Sense of Citizenship.
27. Improving Critical Thinking Ability.
28. Raising the Level of Vocational Achievement.

Management Support Goals

31. Insuring that Students Have a Voice in Deciding What Will Be ...
32. Increasing that Most Students Master Courses.
33. Allocating Funds in Accordance with Priorities to Meet Established Goals.
34. Providing Individualized Courses.
35. Eliminating Failing Grades.
36. Actively Recruiting the Poor and Disadvantaged.
37. Encouraging Innovative Change.
38. Insuring that Lack of Personal Financial Resources do not Provide a Barrier to Qualified Students.
39. Increasing Faculty and Student Involvement in the Community.
40. Evaluating the Progress of the College Toward Stated Goals.
41. Providing Opportunities for Students to Participate in Co-Curricular Activities.
42. Insuring Satisfaction with the College.
43. Encouraging Opportunities for Mixing Racial or Ethnic Groups Socially.
44. Insuring that All Persons Connected with the College Participate in Decision Making.
45. Allowing Students to Commence a Course at Any Time During the Year.
46. Maximizing Opportunities to Change Programs.
47. Fostering Adequate Pre-Service and In-Service Training for College Personnel.
48. Reducing Student Attrition.
49. Planning for Long-Range Development.
50. Hiring Personnel Dedicated to Student Learning.

Overall Purpose Goals (Program Goals)

1. Operating a Continuing Education Program for Adults.
2. Upgrading the Faculty to Doctoral (College Transfer Programs).
3. Operating One, Two, and Possibly Three Year Career Programs.
4. Operating Specialized Regional and Community Service Programs.
5. Operating a Comprehensive Student Personnel Services Program.
6. Operating Developmental Programs.

Table 5

Institutional Goals Inventory Responses by Rank

After the Participation Exercise

Goal Statements	All College		Board		Administration		All Faculty		Support		Students	
	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB
Academic Development	17	14	16.5	10	16	7.5	17	15	17	15	19	17
Intellectual Orientation	14	18	18	19	12.5	13	13	19	13	18	16.5	15.5
Individual Development	11	15	16.5	15	6.5	9	12	18	6	7	11	10
Humanism/ Altruism	5	7	6	6	2	6	6	7	4	6	6.5	5
Cultural/ Aesthetic Awareness	6	6	8	7	5	4	4	6	7.5	5	5	4
Traditional Religiousness	1	1	1	1	1	1	1	1	1	1	1	1
Vocational Preparation	16	17	14.5	16	15	18	18	16	16	17	15	18
Advanced Training	7	5	5	4	8	3	7	4	7.5	8.5	13	8
Research	3	2	3	4	3	2	2	2	5	3	3	2
Meeting Local Needs	13	12	11	14	11	17	14	11	15	14	13	11.5
Public Service	8	8	7	9	10	13	8	8	9	11	6.5	7
Social Equality	9	9	9	12.5	9	13	9	9	10	8.5	10	9
Social Criticism	4	4	4	4	6.5	7.5	5	5	2.5	2.0	4	6
Freedom	15	11	13	8	10	16	15	12	14	10	13	13
Democratic Governance	18	19	19	18	19	19.5	16	17	19.5	19	16.5	20
Community	20	20	20	20	17	19.5	19	20	19.5	20	20	19
Intellectual/ Aesthetic Environment	12	16	12	12.5	14	11	11	14	12	16	9	15.5
Innovation	10	13	10	11.0	12.5	15	10	13	11	12	8	11.5
Off-Campus Learning	2	3	2	2	4	5	3	3	2.5	4	2	3
Accountability/ Efficiency	19	10	14.5	17.0	18	10	20	10	18	13	18	14

OUTPUT GOALS

PROCESS GOALS

Table 6

Institutional Goals Inventory Responses by Mean Scores
After the Participation Exercise

	All College		Board		Administration		All Faculties		Support		Students	
Goal Statements	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB	Is	SB
OUTPUT GOALS												
Academic Development	3.23	3.64	3.17	3.33	3.00	2.83	3.17	3.79	3.44	2.61	3.25	3.75
Intellectual Orientation	2.94	4.10	3.50	4.42	2.58	3.75	2.88	4.29	2.99	3.91	3.00	3.65
Individual Development	2.74	3.67	3.17	3.83	2.08	2.17	2.88	4.04	2.62	3.21	2.55	3.20
Humanism/ Altruism	2.20	2.82	2.25	2.50	1.58	2.58	2.27	2.96	2.25	2.86	2.20	2.50
Cultural/ Aesthetic Awareness	2.25	2.71	2.58	2.92	1.92	2.50	2.08	2.77	2.64	3.86	2.15	2.20
Traditional Religiousness	1.43	1.64	1.08	1.58	1.25	1.33	1.42	1.65	1.74	2.00	1.20	1.20
Vocational Preparation	3.15	3.92	3.08	4.00	2.83	4.25	3.17	3.86	3.39	3.83	2.90	4.05
Advanced Training	2.43	2.67	2.08	2.17	2.17	2.08	2.33	2.46	2.64	3.25	2.80	3.10
Research	1.83	2.14	1.67	2.17	1.67	1.83	1.68	1.98	2.28	2.61	1.80	2.15
Meeting Local Needs	2.93	3.52	2.83	3.75	2.58	3.92	2.95	3.49	3.11	3.56	2.80	3.25
Public Service	2.45	3.16	2.33	3.25	2.42	3.75	2.42	3.09	2.69	3.28	2.20	2.80
Social Equality	2.56	3.28	2.67	3.67	2.33	3.75	2.49	3.19	2.78	3.25	2.50	3.15
Social Criticism	2.12	2.61	2.00	2.17	2.08	2.83	2.16	2.65	2.17	2.58	2.00	2.65
SUPPORT GOALS												
Freedom	3.05	3.52	3.00	3.17	3.83	3.83	3.00	3.66	3.06	3.28	2.80	3.40
Democratic Governance	3.28	4.18	3.75	4.17	3.33	4.58	3.14	4.02	3.56	4.22	3.00	4.50
Community	3.44	4.35	3.83	4.50	3.25	4.58	3.38	4.32	3.56	4.25	3.30	4.40
Intellectual/ Aesthetic Environment	2.75	3.71	2.92	3.67	2.67	3.58	2.71	3.73	2.97	3.75	2.45	3.65
Innovation	2.67	3.58	2.75	3.50	2.58	3.83	2.62	3.69	2.94	3.44	2.35	3.25
Off-Campus Learning	1.82	2.30	1.58	1.83	1.83	2.58	1.71	2.19	2.17	2.64	1.76	2.20
Accounta- bility/ Efficiency	3.34	3.45	3.08	4.08	3.25	3.42	3.42	3.26	3.44	3.56	3.05	3.65

Table 7

After the Participation Exercise –
The Direction of Difference Between the IS and SHOULD BE
Rankings of Goal Statements and The Amount of Difference
if the Change was 4 or More Ranks.

	All College	Board	Administration	Faculty	Support	Students
OUTPUT GOALS						
Academic Development	–	– 5.5	– 8.5	–	–	–
Intellectual Orientation	+ 4	+	+	+ 6	+ 5	–
Individual Development	+ 4	–	+	+ 6	+	–
Humanism/ Altruism	+	0	+ 4	+	+	–
Cultural/ Aesthetic Awareness	0	–	–	+	–	–
Traditional Religiousness	0	0	0	0	0	0
Vocational Preparation	+	+	+	– 2	+	+
Advanced Training	–	–	– 5	–	+	–
Research	–	+	÷	0	–	–
Meeting Local Needs	–	+	+ 6	–	–	–
Public Service	0	+	+	0	+	+
Social Equality	0	+	+ 4	0	–	–
Social Criticism	0	0	+	0	0	+
SUPPORT GOALS						
Freedom	– 4	– 5	+ 4	–	– 4	0
Democratic Government	+	–	0	+	0	+
Community	0	0	+	+	0	–
Intellectual/ Aesthetic Environment	+ 4	0	–	+	+ 4	+ 6.5
Innovation	+	+	+	+	+	+
Off-Campus Learning	+	0	+	0	+	+
Accountability/ Efficiency	– 9	+	– 8	–10	– 5	– 4

Table 8

Estimates of Average Courses Costs by Division, by Selected Course Areas,
and Proportion of Budget to Various Categories

	Cost Per Student	Cost Per Student Contact Hour
English	$ 204.57	$ 3.94
Fine Arts	379.77	5.78
Social Sciences	205.88	3.47
Humanities	196.48	2.57
Education	191.18	3.55
LIBERAL & APPLIED ARTS	235.58	3.86
Biological Sciences	402.37	3.62
Chemistry	397.75	2.51
Mathematics	312.51	6.15
Computing Science	522.02	6.15
Physics Engineering	399.06	3.36
Geography	206.97	3.27
SCIENCE & TECHNOLOGY	373.45	3.86
Business	241.38	3.65
Secretarial Science	295.40	5.34
BUSINESS & COMMERCE	268.39	4.50
Physical Education	280.89	6.16
Coaching	196.24	3.54
Testing Centre	71.36	0.59
Social Service	200.44	5.29
SOCIAL & COMMUNITY SERVICES	187.23	3.90
HEALTH SERVICES	724.96	3.52
ADULT UPGRADING	281.09	6.22
HIGH SCHOOL EQUIVALENT	220.04	2.52

Continuing Education: Average Course Expenditure: $ 328.82
Average Expenditure Per Student: $ 25.86

Percent of 1973-74 Budget for Direct Direct Instruction	46.12%	–	$ 960,974
Percent of 1973-74 Budget for All Support	53.88%	–	$ 1,122,734
	100.00%		$ 2,083,708
Instructional Item in the 1973-74 Budget	57.76%	–	$ 1,203,665

Direct Instruction represents the actual salary charges plus 7.5% fringe
benefits that were used to estimate course costs. The balance of the
budget was added to the Direct Instruction Cost on the basis of enrolments
and course hours.

APPENDIX E

IGI GOAL SCORES AND RANKS BY GROUPS AND

TOTAL COLLEGE FOR RED DEER COLLEGE AND GRANDE

PRAIRIE COLLEGE OVER THE THREE RESPONSE PERIODS

Table 10

Goal Scores And Ranks By Group And Total College For Red Deer College

Over The Three Response Periods

OUTPUT GOAL – ACADEMIC DEVELOPMENT

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
– IS	3.50	3.17	3.13	3.18	3.15	3.17	3.08	3.01	3.43	3.25	3.15	3.37
– RANK	1	3	5	2	4	4	3	4	1	2	4	3
– SHOULD BE	3.44	3.53	3.64	3.74	3.67	3.66	3.08	3.79	3.61	3.75	3.64	3.62
– RANK	5	4	3	1	2	9	4	1	3	2	7	0

OUTPUT GOAL – INTELLECTUAL ORIENTATION

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
– IS	3.13	2.92	2.89	2.84	2.73	2.87	3.04	2.74	2.89	3.00	2.85	3.15
– RANK	1	2	3	4	5	8	1	4	3	2	8	6
– SHOULD BE	4.31	3.94	4.26	3.93	3.77	4.59	4.08	4.29	3.82	3.65	4.07	4.22
– RANK	1	3	2	4	5	2	2	1	3	4	3	5

OUTPUT GOAL – INDIVIDUAL PERSONAL DEVELOPMENT

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
– IS	3.13	2.86	2.85	2.79	2.49	2.80	2.63	2.73	2.64	2.55	2.67	2.93
– RANK	1	2	3	4	5	9	3	1	2	4	10	8
– SHOULD BE	4.25	3.86	4.16	4.00	3.93	4.06	3.50	4.04	3.24	3.20	3.68	4.28
– RANK	1	5	3	2	4	5	2	1	3	4	6	4

OUTPUT GOAL – HUMANISM/ALTRUISM

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
– IS	2.25	2.53	2.32	2.25	2.17	2.30	1.92	2.16	2.25	2.20	2.15	2.18
– RANK	3	1	2	3	4	16	4	3	1	2	16	16
– SHOULD BE	3.13	3.44	3.53	3.26	2.87	3.35	2.54	2.97	2.86	2.50	2.82	3.19
– RANK	4	2	1	3	5	14	3	1	2	4	14	14

Table 10(continued)

Goal Scores And Ranks By Group And Total College For Red Deer College

Over The Three Response Periods

OUTPUT GOAL - CULTURAL/AESTHETIC AWARENESS

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	2.69	2.44	2.40	2.49	2.19	2.42	2.25	1.96	2.64	2.15	2.19	2.44
RANK	1	3	4	2	5	14	2	4	1	3	15	15
SHOULD BE	3.19	3.11	3.32	2.90	2.81	3.11	2.71	2.79	2.86	2.20	2.72	2.96
RANK	2	3	1	4	5	15	3	2	1	4	15	16

OUTPUT GOAL - TRADITIONAL RELIGIOUSNESS

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	1.19	1.50	1.41	1.60	1.49	1.48	1.17	1.35	1.72	1.20	1.39	1.56
RANK	5	2	4	1	3	20	4	2	1	3	20	20
SHOULD BE	1.75	1.97	1.73	2.04	1.69	1.84	1.46	1.65	1.99	1.20	1.64	1.92
RANK	3	2	4	1	5	20	3	2	1	4	20	20

OUTPUT GOAL - VOCATIONAL PREPARATION

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	3.38	3.19	3.25	3.29	3.21	3.26	2.96	3.01	3.39	2.90	3.08	3.41
RANK	1	5	3	2	4	1	3	2	1	4	5	1
SHOULD BE	4.69	3.92	4.09	4.08	4.02	4.09	4.13	3.86	3.83	4.05	3.92	4.29
RANK	1	5	2	3	4	2	1	3	4	2	4	2

OUTPUT GOAL - ADVANCED TRAINING

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	1.63	2.31	2.24	2.73	2.96	2.46	2.13	2.21	2.64	2.80	2.37	2.53
RANK	5	3	4	2	1	13	4	3	2	1	14	14
SHOULD BE	1.88	2.47	2.66	3.23	3.48	2.89	2.13	2.46	3.25	3.10	2.67	2.87
RANK	5	4	3	2	1	17	4	3	1	2	16	17

Table 10 (continued)

Goal Scores And Ranks By Group And Total College For Red Deer College

Over The Three Response Periods

OUTPUT GOAL – RESEARCH

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE | |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE		ALL COLLEGE
IS	1.25	1.78	1.70	2.25	2.15	1.92	1.67	1.60	2.28	1.80	1.79		1.94
RANK	5	3	4	1	2	18	3	4	1	2	18		18
SHOULD BE	1.88	2.11	2.31	2.69	2.65	2.44	2.00	1.98	2.61	2.15	2.14		2.39
RANK	5	4	3	1	2	19	2	4	1	3	19		19

OUTPUT GOAL – MEETING LOCAL NEEDS

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE | |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE		ALL COLLEGE
IS	3.00	3.03	3.04	3.21	2.90	3.07	2.71	2.80	3.11	2.80	2.86		3.12
RANK	4	3	2	1	5	6	4	2	1	2	7		7
SHOULD BE	4.38	3.78	3.93	3.80	3.77	3.87	3.83	3.49	3.56	3.25	3.53		3.82
RANK	1	4	2	3	5	6	1	3	2	4	9		6

OUTPUT GOAL – PUBLIC SERVICE

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE | |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE		ALL COLLEGE
IS	2.06	2.58	2.40	2.37	2.35	2.39	2.38	2.30	2.69	2.20	2.39		2.59
RANK	5	1	2	3	4	15	2	3	1	4	13		12
SHOULD BE	3.56	3.42	3.49	3.38	3.19	3.46	3.50	3.09	3.28	2.80	3.16		3.45
RANK	1	3	2	4	5	13	1	3	2	4	13		13

OUTPUT GOAL – SOCIAL EGALITARIANISM

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE | |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE		ALL COLLEGE
IS	2.38	2.69	2.45	2.58	2.62	2.53	2.50	2.36	2.78	2.50	2.49		2.66
RANK	5	1	4	3	2	11	2	4	1	2	12		11
SHOULD BE	3.96	3.81	3.43	3.39	3.40	3.46	3.71	3.19	3.25	3.15	3.28		3.52
RANK	1	2	3	5	4	12	1	3	2	4	12		12

Table 10 (continued)

Goal Scores And Ranks By Group And Total College For Red Deer College

Over The Three Response Periods

OUTPUT GOAL – SOCIAL CRITICISM/ACTIVISM

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
- IS	1.50	2.53	2.20	2.14	2.23	2.19	2.04	2.05	2.17	2.00	2.07	2.1?
- RANK	5	1	3	4	2	17	3	2	1	4	17	17
- SHOULD BE	2.56	3.31	3.28	2.93	2.92	3.11	2.50	2.63	2.58	2.65	2.60	3.03
- RANK	5	1	2	3	4	15	4	2	3	1	17	15

PROCESS GOAL – FREEDOM

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
- IS	3.00	3.13	2.91		3.06	3.07	3.42	2.85	3.06	2.80	2.98	2.9?
- RANK	4	1	5		3	6	1	3	2	4	6	9
- SHOULD BE	3.63	3.96	3.23		3.69	3.67	3.50	3.66	3.28	3.40	3.52	3.64
- RANK	4	2	5		3	8	2	1	4	3	10	9

PROCESS GOAL – DEMOCRATIC GOVERNANCE

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
- IS	3.38	3.36	3.15	3.12	3.03	3.15	3.54	2.99	3.56	3.60	3.20	3.5?
- RANK	1	2	3	4	5	5	2	4	1	3	5	5
- SHOULD BE	4.13	3.89	4.14	4.02	4.06	4.08	4.38	4.03	4.22	4.50	4.18	4.28
- RANK	2	5	1	4	3	4	2	4	3	1	2	3

PROCESS GOAL – COMMUNITY

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
- IS	3.44	3.36	3.30	3.16	3.17	3.25	3.54	3.21	3.56	3.30	3.35	3.4?
- RANK	1	2	3	5	4	2	2	4	1	3	1	4
- SHOULD BE	4.50	4.36	4.40	4.16	4.17	4.30	4.54	4.33	4.25	4.40	4.35	4.5?
- RANK	1	3	2	5	4	1	1	3	4	2	1	1

Table 10 (concluded)

Goal Scores And Ranks By Group And Total College For Red Deer College

Over The Three Response Periods

PROCESS GOAL - INTELLECTUAL/AESTHETIC ENVIRONMENT

	TEST ONE						TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	2.56	2.75	2.63	2.85	2.83	2.73	2.79	2.58	2.97	2.45	2.68	2.70
RANK	5	3	4	1	2	10	2	3	1	4	9	10
SHOULD BE	3.63	3.72	3.93	3.69	3.83	3.82	3.63	3.73	3.75	3.65	3.71	3.78
RANK	5	3	1	4	2	7	4	2	1	3	5	9

PROCESS GOAL - INNOVATION

	TEST ONE						TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	2.38	2.61	2.48	2.57	2.63	2.53	2.67	2.49	2.94	2.35	2.60	2.58
RANK	5	2	4	3	1	11	2	3	1	4	11	13
SHOULD BE	3.44	3.81	3.84	3.37	3.50	3.64	3.67	3.69	3.44	3.25	3.58	3.81
RANK	4	2	1	5	3	10	2	1	3	4	8	7

PROCESS GOAL - OFF-CAMPUS LEARNING

	TEST ONE						TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	1.50	1.81	1.67	1.92	1.90	1.78	1.71	1.63	2.17	1.75	1.78	
RANK	5	3	4	1	2	19	3	4	1	2	19	19
SHOULD BE	2.00	2.86	2.51	2.55	3.02	2.59	2.21	2.19	2.64	2.28	2.30	2.74
RANK	5	2	4	3	1	18	3	4	1	2	18	18

PROCESS GOAL - ACCOUNTABILITY/EFFICIENCY

	TEST ONE						TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	3.38	3.11	3.28	3.06	3.10	3.18	3.17	3.25	3.44	3.05	3.26	3.59
RANK	1	3	2	5	4	3	3	2	1	4	2	2
SHOULD BE	3.69	3.56	3.34	3.75	3.35	3.50	3.75	3.26	3.56	3.65	3.45	3.53
RANK	2	3	5	1	4	11	1	4	3	2	11	11

Table 11

Goal Scores And Ranks By Group and Total College For Grande Prairie College

Over The Three Response Periods

OUTPUT GOAL – ACADEMIC DEVELOPMENT

	TEST ONE						TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	3.04	2.97	2.91	2.80	3.05	2.94	3.19	3.25	3.75	3.31	3.33	3.33
RANK	2	3	4	5	1	6	4	3	1	2	3	6
SHOULD BE	3.71	3.17	3.38	3.34	3.80	3.45	3.38	3.71	3.67	4.19	3.74	3.73
RANK	2	5	3	4	1	13	4	2	3	1	13	12

OUTPUT GOAL – INTELLECTUAL ORIENTATION

	TEST ONE						TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	3.04	2.89	3.06	2.58	2.33	2.79	2.54	3.07	3.42	2.81	2.95	3.10
RANK	2	3	1	4	5	9	4	2	1	3	10	8
SHOULD BE	3.96	3.92	4.14	3.56	3.86	3.91	3.92	4.21	4.67	4.25	4.23	4.15
RANK	2	3	1	5	4	6	4	3	1	2	4	9

OUTPUT GOAL – INDIVIDUAL PERSONAL DEVELOPMENT

	TEST ONE						TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	3.17	3.22	2.95	2.50	2.25	2.81	3.13	2.93	3.08	2.94	3.00	3.03
RANK	2	1	3	5	4	8	1	4	2	3	8	9
SHOULD BE	4.17	4.17	4.09	3.78	3.80	4.00	4.25	4.32	4.50	4.75	4.43	4.23
RANK	1	1	3	5	4	3	4	3	2	1	2	6

OUTPUT GOAL – HUMANISM/ALTRUISM

	TEST ONE						TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENT	ALL COLLEGE	ALL COLLEGE
IS	2.42	2.25	2.21	2.11	2.00	2.19	2.00	2.46	2.83	2.69	2.47	2.24
RANK	1	2	3	4	5	15	4	4	1	3	17	15
SHOULD BE	3.71	3.61	3.30	3.33	3.53	3.46	2.94	3.61	3.83	4.00	3.58	3.19
RANK	1	2	5	4	3	12	4	3	2	1	14	14

Table 11 (continued)

Goal Scores And Ranks By Group and Total College For Grande Prairie College

Over The Three Response Periods

OUTPUT GOAL – CULTURAL/AESTHETIC AWARENESS

	TEST ONE					TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	ALL COLLEGE
IS	2.08	2.25	2.14		2.11	2.18	2.13	1.96	2.92	2.63	2.31	2.20
RANK	5	2	3		4	16	3	4	1	2	19	16
SHOULD BE	3.33	3.17	2.75		3.03	2.94	2.69	3.00	2.75	3.81	3.07	3.02
RANK	1	2	5		3	16	4	2	3	1	18	16

OUTPUT GOAL – TRADITIONAL RELIGIOUSNESS

	TEST ONE					TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	ALL COLLEGE
IS	1.25	1.22	1.45	1.47	1.56	1.40	1.52	1.64	2.42	2.50	1.94	1.42
RANK	4	5	3	2	1	20	4	3	2	1	20	23
SHOULD BE	1.88	1.36	1.77	2.28	2.14	1.87	1.58	2.00	2.83	3.25	2.32	1.75
RANK	3	5	4	1	2	20	4	3	2	1	20	20

OUTPUT GOAL – VOCATIONAL PREPARATION

	TEST ONE					TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	ALL COLLEGE
IS	2.83	3.06	3.09	2.69	3.00	2.96	3.13	3.00	3.50	3.06	3.13	3.44
RANK	4	2	1	5	3	5	2	4	1	3	6	4
SHOULD BE	4.08	4.08	4.20	3.94	4.17	4.11	4.13	3.96	4.42	4.19	4.13	4.54
RANK	3	3	1	4	2	2	3	4	1	2	6	2

OUTPUT GOAL – ADVANCED TRAINING

	TEST ONE					TEST TWO					TEST THREE
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	ALL COLLEGE
IS	2.00	1.89	2.27	2.72	2.64	2.32	1.69	2.57	3.50	2.88	2.60	2.36
RANK	4	5	3	1	2	14	4	3	1	2	15	14
SHOULD BE	3.13	1.86	2.77	3.03	3.67	2.86	1.75	3.14	4.25	4.00	3.21	2.88
RANK	2	5	4	3	1	17	4	3	1	2	17	18

Table 11 (continued)

Goal Scores And Ranks By Group and Total College For Grande Prairie College

Over The Three Response Periods

OUTPUT GOAL — RESEARCH

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	ALL COLLEGE
— IS	1.58	1.44	1.89	2.22	2.17	1.88	1.75	2.32	3.08	3.13	2.50	1.91
— RANK	4	5	3	1	2	18	4	3	1	2	16	18
— SHOULD BE	2.36	1.97	2.73	2.81	3.06	2.62	2.25	2.89	3.58	3.75	3.06	2.59
— RANK	4	5	3	2	1	19	4	3	2	1	19	19

OUTPUT GOAL — MEETING LOCAL NEEDS

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	ALL COLLEGE
— IS	2.96	3.03	3.27	2.67	2.92	3.00	3.25	3.00	3.58	3.19	3.19	3.43
— RANK	3	2	1	5	4	4	2	4	1	3	5	5
— SHOULD BE	4.21	4.25	3.96	3.50	3.81	3.93	4.06	3.89	4.42	4.19	4.08	4.39
— RANK	2	1	3	5	4	5	3	4	1	2	7	4

OUTPUT GOAL — PUBLIC SERVICE

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	ALL COLLEGE
— IS	2.33	2.50	2.61	2.42	2.47	2.49	2.50	2.79	3.17	2.94	2.82	2.69
— RANK	5	2	1	4	3	13	4	3	1	2	13	15
— SHOULD BE	3.54	3.94	3.65	3.19	3.75	3.62	3.63	3.82	3.92	4.19	3.88	3.69
— RANK	4	1	3	5	2	11	4	3	2	1	11	13

OUTPUT GOAL — SOCIAL EGALITARIANISM

| | TEST ONE | | | | | | TEST TWO | | | | | TEST THREE |
	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE	ALL COLLEGE
— IS	2.83	2.92	2.86	2.36	2.58	2.72	3.19	2.61	3.08	3.32	2.97	2.91
— RANK	3	2	2	5	4	10	2	4	3	1	9	12
— SHOULD BE	4.13	4.31	3.64	3.64	3.86	3.87	4.31	3.75	4.00	4.31	4.04	4.20
— RANK	2	1	4	4	3	7	1	4	3	1	8	7

Table 11 (continued)

Goal Scores And Ranks By Group and Total College For Grande Prairie

Over The Three Response Periods

OUTPUT GOAL – SOCIAL CRITICISM/ACTIVISM

TEST ONE

	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	1.92	2.14	2.30	2.11	2.00	2.13
RANK	5	2	1	3	4	17
SHOULD BE	3.07	3.39	3.13	2.89	3.44	3.18
RANK	4	2	3	5	1	15

TEST TWO

	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	2.19	2.57	3.08	2.88	2.64
RANK	4	3	1	2	14
SHOULD BE	3.00	5.39	3.50	4.06	3.47
RANK	4	3	2	1	15

TEST THREE

	ALL COLLEGE
IS	2.29
RANK	17
SHOULD BE	3.07
RANK	15

PROCESS GOAL – FREEDOM

TEST ONE

	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	3.50	3.31	3.29	2.67	3.42	3.22
RANK	1	3	4	5	2	3
SHOULD BE	4.08	3.69	3.63	3.06	4.06	3.67
RANK	1	3	4	5	2	10

TEST TWO

	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	4.31	3.46	3.67	3.06	3.60
RANK	1	3	2	4	1
SHOULD BE	4.63	3.96	3.92	4.19	4.15
RANK	1	3	4	2	5

TEST THREE

	ALL COLLEGE
IS	3.47
RANK	3
SHOULD BE	4.10
RANK	10

PROCESS GOAL – DEMOCRATIC GOVERNANCE

TEST ONE

	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	3.45	3.64	3.41	2.53	3.47	3.50
RANK	3	1	4	5	2	1
SHOULD BE	4.21	4.00	4.07	3.50	4.06	3.96
RANK	1	4	2	5	3	4

TEST TWO

	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	3.98	3.57	3.25	3.13	3.49
RANK	1	2	3	4	2
SHOULD BE	4.19	4.25	4.42	4.44	4.31
RANK	4	3	2	1	3

TEST THREE

	ALL COLLEGE
IS	3.67
RANK	1
SHOULD BE	4.46
RANK	3

PROCESS GOAL – COMMUNITY

TEST ONE

	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	3.25	3.39	3.48	2.50	3.42	3.23
RANK	4	3	1	5	2	2
SHOULD BE	4.46	4.28	4.26	3.92	4.28	4.21
RANK	1	2	4	5	3	1

TEST TWO

	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	3.38	3.43	3.17	3.25	3.33
RANK	2	1	4	3	3
SHOULD BE	4.31	4.39	4.33	4.75	4.44
RANK	4	2	3	1	1

TEST THREE

	ALL COLLEGE
IS	3.52
RANK	2
SHOULD BE	4.57
RANK	1

Table 11 (concluded)

Goal Scores And Ranks By Groups and Total College For Grande Prairie College

Over The Three Response Periods

PROCESS GOAL – INTELLECTUAL/AESTHETIC ENVIRONMENT

TEST ONE

	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	2.67	2.78	2.82	2.33	2.58	2.65
RANK	3	2	1	5	4	11
SHOULD BE	3.75	3.89	3.77	3.47	3.83	3.75
RANK	4	1	3	5	2	8

TEST TWO

	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	2.94	2.79	2.92	2.83	2.85
RANK	1	4		3	12
SHOULD BE	3.88	3.89	4.17	4.31	4.03
RANK	4	3	2	1	9

TEST THREE

	ALL COLLEGE
IS	2.58
RANK	10
SHOULD BE	4.20
RANK	8

PROCESS GOAL – INNOVATION

TEST ONE

	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	2.42	2.47	2.80	2.31	2.69	2.57
RANK	4	3	1	5	2	12
SHOULD BE	3.42	3.97	3.71	3.36	3.92	3.70
RANK	4	1	3	4	2	9

TEST TWO

	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	2.75	2.79	3.00	3.00	2.86
RANK	4	3	1	1	11
SHOULD BE	3.88	3.86	4.25	4.06	3.97
RANK	3	4	1	2	10

TEST THREE

	ALL COLLEGE
IS	2.97
RANK	11
SHOULD BE	4.26
RANK	5

PROCESS GOAL – OFF-CAMPUS LEARNING

TEST ONE

	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	1.33	1.81	1.65	1.67	1.92	1.75
RANK	5	3	2	4	1	19
SHOULD BE	2.75	2.46	2.54	2.47		2.76
RANK	1	5	3	4		18

TEST TWO

	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	1.94	2.29	2.92	2.75	2.42
RANK	4	3	1	2	18
SHOULD BE	2.31	3.32	3.33	4.00	3.25
RANK	4	3	2	1	16

TEST THREE

	ALL COLLEGE
IS	1.68
RANK	19
SHOULD BE	2.89
RANK	17

PROCESS GOAL – ACCOUNTABILITY/EFFICIENCY

TEST ONE

	BOARD	ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	2.63	3.07	2.96	2.67	3.27	2.94
RANK	5	2	3	4	1	6
SHOULD BE	3.58	3.44	3.58	3.17	3.53	3.45
RANK	1	4	1	5	3	13

TEST TWO

	BOARD & ADMIN	FACULTY	SUPPORT STAFF	STUDENTS	ALL COLLEGE
IS	3.31	2.82	3.50	3.13	3.11
RANK	2	4	1	3	7
SHOULD BE	3.56	3.68	4.25	3.81	3.78
RANK	4	3	1	2	12

TEST THREE

	ALL COLLEGE
IS	3.2?
RANK	7
SHOULD BE	4.00
RANK	11

APPENDIX F

DOCUMENTS – INITIAL CONTACT WITH

RED DEER COLLEGE

September 18, 1973

Dr. G. Kelly
Red Deer College
Red Deer, Alberta

Dear Gerry;

Thought it was about time I sat down and "bashed" out a firmer statement of what we discussed last Thursday.

Please find attached a general statement of the methodology I hope to follow in studying the Goals and Allocations in Red Deer College. Some of the areas of the method are, as yet, only indicative of the intent. Those areas will be filled out in the final proposal after more discussion with yourselves and examination of pertinent literature.

I hope to be in contact with you early next week about an appropriate time to visit. 'Till then I trust this letter and the attached outline will be satisfactory.

                                Sincerely,

                                Dan

TENTATIVE STATEMENT OF THE METHODOLOGY TO BE USED
IN EXAMINING THE GOALS AND ALLOCATIONS
IN RED DEER COLLEGE

The methodology is broken into an Orientation and four separate phases. These phases are detailed below.

Orientation

The major purpose of the orientation is to allow the researcher to receive an introduction to the staff and administration. At this time it would be necessary to briefly outline a few points about the study, to identify the research style, to highlight the researcher's expectations and to allow for some exchange between staff and the researcher. This could likely be accomplished at a staff meeting. Appropriate introductions to key students, support staff and members of the board would also be essential.

Phase 1.

I. This phase essentially involves the adminstration of an information collection device called the Institutional Goals Inventory (IGI). The instrument asks questions on college goals in 'is' and 'ought' categories. Plans are to involve:

    (a) all administration;

    (b) all faculty with additional information to subgroups on the basis of major divisions within the college;

(c)   a random sample of students; and

(d)   any other groups requested by the college i.e. support staff,
      selected publics, board members, etc..

II.   The second step in Phase 1 would involve a reporting of the
findings from the administration of the IGI. The reporting would be
to the total group with scores:

(a)   for the total college, and

(b)   for each of the subgroups.

III. At appropriate times following the reporting, a series of group
discussions would be developed. Each group should contain representatives
from each of the subgroups in I above and should be small enough to
allow discussion (10 to 15 people). The discussions would focus on:

(a)   similarities or differences between 'is' and 'ought' in the
      total college score;

(b)   similarities or differences between groups on the 'is' scores;

(c)   similarities or differences between groups on the 'ought'
      scores.

The primary purpose of these discussions is to focus members' attention
on the inter-relationship (differences and similarities) between goals
in the college as a whole and between groups in particular. No re-
solution of differences will be striven for in these meetings. Develop-
ment of awareness in relation to the goal context of the college is
essential.

IV. At the end of the meetings in III the researcher will:

    (a) give an overview of activities in Phase 2;

    (b) request feedback from the groups on ways to improve Phase 2; and

    (c) ask for, and record, for use later in the study, suggestions about which college structure should handle recommendations flowing from the study.

Phase 2.

This stage is somewhat tentative as yet. It will involve the longest period of time to complete. Essentially the activities of the phase will focus on allocation of resources in the college. In particular the following areas will be examined:

    (a) Personnel allocations throughout the organization in terms of:

        (i)   numbers by Department;

        (ii) administrative/staff ratios by Department, by college;

        (iii) staff/support ratios by Department, by college;

        (iv) academic training and experience by College, department, and by courses; and

        (v)   student contact/student credit hours by faculty member or by course;

    (b) A cost analysis (exclusive of capital costs) to the course level for all areas of the college including the Extension or Continuing Education Function.

(c) The analysis of facility utilization on a sampled basis and identified by course level.

(d) A series of other measures based on a further examination of some literature related to the analysis of college operations plus other acceptable suggestions made from Phase 1 of the study.

An attempt will also be made to link these allocation factors back to the statements and goal categories of IGI. Admittedly this is the most tenuous part of the study. These connections will, in all likelihood, be difficult to develop at the best of times and may be impossible in some instances due to time and resource restrictions. In any event the presentation of allocation data along with the goal statements of Phase 1 should provide a sufficient basis on which to generate a worthwhile discussion of college direction.

Phase 3.

This phase is a joint reporting/discussion phase to be conducted in three parts.

I. The first part will involve a brief meeting of all persons participating in the study. At this time an audio-visual presentation will be made of the relationship between the 'is' and 'ought' goals of Phase 1 for the total college and the allocation measures of Phase 2. The material can also be duplicated for distribution.

II. Following this general meeting a series of meetings will be structured with each of the subgroups identified in Phase 1. At

these meetings three things will be striven for:

    (a)   a reporting of the relationship between the 'is' and

          'ought' goals of Phase 1 for all subgroups and the al-

          locations of Phase 2; and

    (b)   a discussion of discrepancies, issues of allocations

          in terms of goals, matters of concern etc. to each

          subgroup; and

    (c)   a recommendation from each group on a method for handling

          the differences between the goals and allocations through-

          out the college.

III. This part will require the reconvening of all participants to:

    (a)   discuss ways to remove goal statement/allocation discrepancies;

    (b)   attempt to see some way to consensus re goals; and

    (c)   reach a final decision about how discrepancies should be

          handled within the college structure.

Phase 4.

Readministration of the IGI to determine if there is:

    (a)   a change from Phase 1; and

    (b)   if the direction of change is away from or toward more

          agreement.

On initial reading this project would appear to require a great
deal of participation time. This observation is correct; it does;
however, two points must be made:

1.   This time is spread out over a long period. The meetings for report to the total body will be THREE in number and the first two will be brief. The last meeting of the total group in Phase 3 could last an hour or more and it will likely occur toward the school year's end. The discussion meetings will be TWO in number and will require from one to two hours. The first of these meetings will be mixed and all efforts will be made to allow people to schedule themselves into convenient groups. The last meeting will focus on groups of similar individuals and regular department staff meetings could be used.

2.   The final point is pertinent. An analysis of the nature proposed in this study is no mean or trivial undertaking. Its subject matter is central to the operation of the college. Consequently if participants are serious about the endeavor they must be willing to commit their time and effort to make it operate. The researcher is willing at all times to become as deeply committed to the study as the participants. The study is owned quite literally by the participants. Its express purpose is to speak to an issue central to the operation of the participants' organization. Consequently, as I mentioned at the outset, it is important at the beginning and throughout for the parti- cipants to know what the researcher's expectations and requirements are in the study and for the researcher to be freely and openly informed of the same things by the participants.

In addition the researcher's travel expenses are being met by the Canada Council, however other resource requirments are not. Consistent with the college's "ownership" of and commitment to the study, some resource involvement would be expected. Specifically access to secretarial assistance and duplication facilities would be helpful. Also an agreement to defray the researcher's living expenses, when the need arose, should also be discussed.

APPENDIX G

DOCUMENTS – ENTRY TO RED DEER COLLEGE

RED DEER COLLEGE

RED DEER, ALBERTA

56 AVENUE - 32 STREET

November 30th, 1973

TELEPHONE 346-3376
AREA CODE 403

Mr. Dan Cornish
Red Deer College
Red Deer, Alberta.

Dear Mr. Cornish:

I am pleased, on behalf of the Governors of Red Deer
College, to inform you that the following motion was passed at
their meeting held on November 21, 1973:

> That the Board support the proposal as
> outlined by Mr. Cornish regarding his
> study into organizational goals.

Sincerely,

R.A. Swanson
Secretary to the Board

:fs

M E M O

TO: Board of Governors

FROM: Dan Cornish

RE: Goals Study

December 11, 1973

As a followup of my presentation to the Board on the Goals Study last month, it might be helpful to summarize some of the more pertinent points.

I am a graduate student from the Department of Educational Administration in Edmonton. I completed my M.Ed. with this Department in 1971 and in the following year I worked with the Alberta Colleges Commission. This experience was part of my Ph.D. program and during that year I worked extensively in a variety of areas in the Alberta Colleges. In the year just past I completed the course work for a Ph.D. in Administration with a Colleges specialization and I also did some consultation work with the Department of Continuing Education in Saskatchewan. Presently I am attempting to complete the research dissertation as the final requirement of my program.

The research I am doing is The Goals Study in Red Deer College. The study will require my presence in the College until mid-March or April. The major purpose of the study will be to give College participants an opportunity to discuss and clarify The College's Goals. The information resulting from this opportunity will be presented to Board members in an effort to assist them in giving the College a sense of direction through the development of informed policies.

To accomplish this purpose the study will be carried forward in three basic steps:

1. This step uses a paper and pencil questionnaire to determine what participants think the College's goals are at present and what they think the goals should be. To determine changes in opinions each person will be asked to fill out this questionnaire again near the end of the study. Examples of the types of statements used in this questionnaire are as follows:

QUESTION NUMBER

Please respond by checking one No. after "is" and one No. after "should be."

		OF NO IMPORTANCE OR NOT APPLICABLE	OF LOW IMPORTANCE	OF MEDIUM IMPORTANCE	OF HIGH IMPORTANCE	OF EXTREMELY HIGH IMPORTANCE
To hold students throughout the institution to high standards of intellectual performance.	1 is should be	1 1	2 2	3 3	4 4	5 5
to increase the desire and ability of students to undertake self-directed learning.	2 is should be.	1 1	2 2	3 3	4 4	5 5
to help students identify their own personal goals and develop means of achieving them.	3 is should be	1 1	2 2	3 3	4 4	5 5

2. The second step will allow participants to share and exchange ideas about College goals. Done in a group setting, this step will ask participants to discuss goals and then place the goals in the order of importance considered most significant by the group.

3. The final step will present information to the participants on aspects of current College operation. This will allow an opportunity for individuals to compare their views of College goals with the reality of College operation.

At no point will the information which emerges be used to evaluate the College. This is clearly not an intention of the study. It is simply an opportunity for College participants to generate ideas about future directions the College could take. Such a collection of ideas should be extremely valuable to new Board members as they work to understand and direct the College.

Thank you for taking the time to read this memo. I look forward to future discussions with Board members. Please do not hesitate to contact me with any further questions you might have.

Dr. G. Kelly

To: Dan Cornish

Progress Report on The Goals Study in Red Deer College

Progress on The Goals Study to the end of December 1973 was very satisfactory. All major groups in the College had been contacted, although not every person in each group was available at the time of initial contact. Attempts at reaching everyone have resulted in seeing all but 22 of the 135 participants. Contact will be made with these individuals prior to distribution of the Institutional Goals Inventory (IGI) in January 1974.

A memo was sent to Board members to clear up some misconceptions resulting from poor initial communications from myself about the format of the study. Returns were also made to key people in other groups to check on misunderstandings.

All duplication work necessary to conduct the use of the survey questionnaire (IGI) and to conduct the GOALS group activity have been completed. The GOALS activity has been tentatively set for February 18, 1974. The logistics of confirming this date with various College groups has yet to be executed.

Contacts have been made with the Registrar, the Finance Officer, the Campus Planning Office, and the Computer Centre in relation to the Allocation information to be used in The Study. This information is available and each office is aware of the need for this information and arrangements have been made to gather it at times appropriate to both The Study and the individuals in each of these areas.

A meeting is planned with all Faculty on January 4, 1974 and at this time The Study will be briefly reviewed and the initial questionnarie distributed. Distribution of the questionnaire to the rest of the College will also begin at this time and the target date for returns is January 30, 1974.

:aw

APPENDIX H

DOCUMENTS — DATA GATHERING AND INTERVENTION

January 1974

To All College Staff and Members of the Board

        Please find enclosed the <u>Institutional Goals Inventory</u>.
This questionnaire is the first step in the study on College
Goals that I am conducting in Red Deer College.

        The inventory is straightforward, requiring responses
to be checked on the answer sheet enclosed. When you have
completed the questionnaire please return the <u>ENTIRE PACKAGE</u>
to Kay Coffey in the second floor secretarial pool office or
mail to me at the College.

        Code numbers have been placed on all materials to
ensure the confidentiality of responses. The numbers are also
necessary to keep the packages intact since everyone will be
asked to fill out the inventory once more in the winter term.

        Please do your utmost to have the packages back to
me by <u>January 30, 1974</u> since the second step of the study
requires the completion of step one.

        I have attempted to contact everyone in the College
prior to the distribution of this inventory. If I failed to
contact you please be aware that I am interested in any
contributions you might have to make to the study. I am
located in the secretarial office on second floor and I would
appreciate hearing from you.

                        Sincerely,

                        Dan Cornish

TO: ALL COLLEGE PERSONNEL AND MEMBERS OF THE BOARD OF GOVERNORS

FROM: DAN CORNISH

RE: GOALS STUDY

February 8, 1974

We have now reached the end of the first part of the GOALS Study in Red Deer College. Most of you have filled in the <u>Institutional Goals Inventory</u>. The information from this questionnaire is to be used to identify differences and similarities that exist between what the major groups in the College perceive College Goals <u>to</u> be. Similar information will also emerge on what groups perceive the goals <u>should</u> be.

On Friday, February 15, 1974 you will be given a chance to examine a set of possible goals for Red Deer College. You will be asked to participate in one of several groups made up of different College personnel. Each group will be working through an exercise called <u>G.O.A.L.S.</u> which is designed to stimulate interchange of ideas about the priority of various goals and the future direction of the College.

Later in this term I will be asking you to fill out the <u>Institutional Goals Inventory</u> for a second time. This will give me a general indication of changes in attitudes, some of which may be ascribed to the exchange of viewpoints during the Friday G.O.A.L.S. activity.

While these activities are integral to my Ph.D. thesis, they will also generate valuable information for future decision-making in Red Deer College; in particular they will assist in developing your 5 Year Plan. The experience should also aid in opening lines of communication and give members of the major groups in the College a better understanding of each other. I look forward to seeing you in the Team Teaching Theatre on Friday, February 15.

:aw

TO: ALL COLLEGE PERSONNEL AND
       MEMBERS OF THE BOARD

DATE: February 7, 1974

FROM: Dan Cornish

RE:

I am sending you a package of materials to be used in the G.O.A.L.S.
activity on Friday, February 15, 1974, to allow you to become familiar with
the exercise.

One of the major benefits that this exercise yields is the participation
in a discussion of goals which will occur on Friday. However, there is consid-
erably more value attached if individuals can take the time to attempt the
exercise on their own before the Friday. This will allow you to compare how
your own ideas relate to those emerging from the group discussion on Friday.
Perhaps your initial thoughts will be altered as a result of experiencing the
opinions of others.

Would you please take the contents of this package, read the instructions
and begin at the heading "THE WHITE CARDS" and assign ranks to the different
colored goal statements. Use the sheet "Individual Sort #1" to record the
results of your rankings. Where the word GROUP occurs in the instructions
please substitute INDIVIDUAL.

This activity on your part can make Friday's activity much more meaning-
ful. At the very outside, make an effort to become familiar with the Glossary
of Goal Statements.

        PLEASE COME ON FRIDAY, FEBRUARY 15, WITH THE TOTAL PACKAGE INTACT.

M E M O

TO: The Board of Governors,   February 8, 1974
     Red Deer College.

FROM: Bill Forbes, President.

RE: COLLEGE GOALS

Next Friday, commencing at 12:30 p.m., we will all be meeting
at the College with some students, Faculty and supportive staff to
cooperatively develop an outline of the broad Goals of the College.
The discussion which will ensue at this meeting will enable the Board
to have an indication of those areas of College activity which we
jointly consider to be the most important and to which we should
give priority of resources.

You will recall that this meeting was to occupy a full morning
and afternoon. As the Board felt that this was too long a period to
be absent from their prime resonsibilities, the length of the meeting
has been reduced to one afternoon. To replace the time not being
taken in the morning, it would be appreciated if you would do ap-
proximately 1 1/2 hours homework. Faculty, students and support staff
who are participating in the meeting also have been asked to under-
take this assignment.

The home study that we would request that you complete is outlined
on the attached instructional sheet. Following these instructions you
will ascertain how you, alone, would allocate importance of resources
to certain aspects of College life. Through doing this, you will also
become familiar with the terminology in the Glossary.

Next Friday, you will be doing exactly the same thing as you have
done alone, except for the significant difference that you will be part
of a four-member team with representatives from Faculty, the Student
body, supportive staff and the board and/or Administration. The purpose
of the team approach is to ascertain how our self thought-out views
are modified by group discussion and multi-faceted viewpoints. In turn,
this enables the College to determine what kinds of information we need
to provide more of, to each of the participating groups.

If you are unable to undertake the attached assignment, it would be
helpful if you could read over the Glossary of terminology before next
Friday so as to facilitate discussion.

        Thanks.

PRESENTATION AT THE G.O.A.L.S. ACTIVITY

Good afternoon. I would like to welcome you and thank you for coming to attend this session to discuss possible goals for Red Deer College.

As you know I am working with you to identify possible goals for Red Deer College. All of you have already responded to a questionnaire called the Institutional Goals Inventory. This questionnaire was designed to begin all of us thinking about alternative ends or accomplishments toward which the College could stand.

This afternoon I want to give you an opportunity to participate in a small group where you will discuss possible goals for Red Deer College. In this group you will be asked to rank, in order of importance, a series of actual goals proposed for this College. In doing this you will become aware of the kinds of problems which occur when people both agree and disagree on the directions they think the college should be taking. This should provide valuable information on which to base future decisions.

I think we all realize that people in the college have different points of view because of the different activities in which they are involved. The Board likely sees the goals of the college in a broader manner than the rest of us. Instructional staff may find it easier to consider the instructional outcomes of college activities. Others may place more attention on activities required to support instruction in the college. Our activity today will focus attention on Overall Purpose Goals, Instructional Ends Goals, and Management Support Goals.

Clearer understanding of the Goals in Red Deer College should provide you with an orientation to the future and assist you in planning and policy making. These goals will provide guidelines for activity in the College and they will help you decide upon the appropriateness of a variety of activities. Goals also become the standards by which people both inside and outside the College evaluate its success.

Finally goals can be set in Red Deer College in four ways.

1.   By the order of top level administration or the Board. This method creates problems because people in the college have no commitment to the goals.

2.   Committees can be established to identify goals and establish priorities for goals.

3.   Surveys or questionnaires with pre-established sets of goals can be given and peoples' replys requested.

4.   A final method combines all of the first three and it represents our efforts in Red Deer College. Here were are using questionnaires to begin people thinking about goals. Further, an opportunity is being presented to you today to discuss and rank goals for Red Deer College. All of this information will finally be presented to your Board as they exercise their responsibility to establish policy for Red Deer College.

It should now be appropriate to briefly examine the task which we face this afternoon.

-       After we have run through the G.O.A.L.S. directions you will
be asked to perform an individual sort.

-       Following this a short break will occur and then you are
asked to move with your groups to the rooms identified on the sheets
which identify the G.O.A.L.S. groups.

-       There, you will be asked, through open discussion, negotiation
and compromise, to develop a team solution of placing priorities on
the goal statements.

-       A package for your group is in each room and a recorder, who
is familiar with the G.O.A.L.S. activity, is in each group.

-       Two referees and myself will be available on a circulating
basis to assist with definition and procedural problems. A glossary
of goal statements is in each room.

-       Coffee will be available and all are invited to a wine and
cheese party at 5:30 p.m.

G.O.A.L.S. - INSTRUCTIONS

In a few moments you will be leaving to go to the location of your group. Your group and its location is identified on the accompanying sheet of G.O.A.L.S. Groups.

There you will find a package which will contain:
- a display board;
- goal statements on three colors of paper - white, blue, and red;
- a group sort sheet;
- a glossary of goal statements.

Your group's major task is, through open discussion, negotiation and compromise, to develop a team ranking of 46 goal statements. Treat these statements as real for the College and make the rankings conform with what your group thinks should exist at Red Deer College.

Consensus is one way of reaching a team decision; "majority rules" is another. Other ways also exist and your team should give some thought to how it will make decisions. The method of decision-making should be consistant with your decision-making activities in Red Deer College.

It is also important to identify a group leader.

THE WHITE CARDS

These cards deal with the overall purposes of College education.

Your task -

Your first task is to determine the amount of effort that the entire College should devote to six general types of programs.

The Setting -

1. Arrange the white cards so each can be read. Check the glossary in your room if meanings are unclear.

2. Now arrange the white cards in order of priority by placing on the blanks in the top line of the display board one card in the top block labeled "Most Important Program," "Second Most Important Program," etc.. Assign priorities to all six general purpose goals.

3. Once your group is satisfied with the arrangement of these goals record the results by placing the numbers of the goal statements in the appropriate blanks on the Group Sort Sheet. Proceed to the blue cards.

THE BLUE CARDS

These cards deal with <u>instructional ends</u> goals. The cards focus instructional effort on specific outcomes that can be demonstrated by performance.

Your task -

Your next task is to assign priorities to instructional ends goals.

The Setting -

The display board represents the limits placed on you by the resources available in your College. The blue cards are to be sorted on the middle of the display board. You must stay in these limits.

1. Arrange the 20 blue cards so all can be read. Check the glossary if meanings are unclear.

2. In assigning priorities the total of 20 cards CANNOT EXCEED 100%. You may expend less than 100% if you desire.

3. Now that you have a general idea of the instructional ends that are possible, start assigning a percentage of instructional effort to the highest-priority statements first. This is done by placing the blue cards in the space designated for them on the Display Board. Blue cards are not expected to relate directly to any white card.

4. Now, continue arranging blue cards across the Display Board until you have placed all 20.

Remember, in assigning priorities, the total of all 20 blue cards (instructional ends) CANNOT exceed 100% - although the total of all 20 blue cards can total less than 100%.

5. Stop now and consider the decisions you have made. Please feel free to make any changes. Your decisions should reflect a scale of priority for instructional ends.

6. Once the group agrees with the arrangement of goals, record the results by placing the goal statement numbers in the appropriate blanks on the Group Sort Sheet. Proceed to the red cards.

THE RED CARDS

These cards deal with <u>Management Support Goals</u> or administrative commitments required to support instructional ends.

Your task -

Your next task is to assign priorities to <u>Management Support</u> goals.

The Setting -

The Display Board represents the limits placed on you by the resources available at your institution. In placing the 20 red Cards, you must stay within the boundaries provided for the red cards. Each block represents a percentage of management support that can be committed toward achieving the instructional outcomes.

1. Please arrange the 20 red cards in front of you so you can read the goal statement on each one. If the meaning of any statement is unclear, please refer to your Glossary.

2. In assigning priorities, the total of all 20 red cards cannot exceed 100%. However, you may expend less that 100%.

3. Now that you have a general idea of the management support that is possible, start assigning a percentage of resources to the highest priority statements first. This is done by placing the red cards in the space designated for them. Red Cards are not expected to relate directly to any white or blue card.

4. Now, continue arranging red cards across the Display Board until you have placed all 20.

5. Record the arrangement of the red cards on the Group Sort Sheet.

You have now completed the task of ranking the 46 goal statements. Please put the complete package of materials together and return it to the table at the rear of the Team Teaching Centre.

Thank You For Your Participation.

MEMO

TO: Selected College Personnel
            and Board Members   February 21, 1974

FROM: Dan Cornish

        For those of you receiving this package it will be the
last time you will have to respond to the questionnaire. You will
recall this testing of the IGI is being given to only one half
of the people who participated in the G.O.A.L.S. exercise on last
Friday, February 15th, 1974.

        The purpose is to determine if there was any impact on your
perceptions of college goals as a result of the Friday exercise.

        It is ESSENTIAL that everyone respond who receives this
mailing. Any reduction in responses will make it very difficult, if
not impossible, to use the results. Please return the COMPLETE IGI
package to Kay Coffey on the second floor or place it in my mailbox.

        Much thanks for your superb cooperation.

:fs

OUTLINE OF FINAL REPORT PRESENTATION TO RED DEER COLLEGE

A. PREFACE – Brief, compact, concise – 1 1/2 hours

              – Outline of Today

                 – Intro.

                 – Feedback

                 – Goal setting process – what I came to do –
                    not to evaluate the college.

                 – Implications.

B. INTRO. 1. Control/manage data -- Info

            2. Study Process – Entry, IGI Test 1, group activity
                G.O.A.L.S., Test 2, Info, Test 3,

                              – Looking for impact of group info

                -- goals & the process of coming into ROC.

            Much data -- decisions -- info.

            Test 1 IS cf SB by major group with total college as base

            Test 2   Same

            Test 3 IS cf SB by Total College only.

    EMPHASIS - Is -- Should Be

              - Diffs Between groups -- amt. of agreement.

            3. Validity of Data -- new staff, large enrol increase
                -- Process Emphasis

            4. Process of Interaction -- Time Limit we can't talk
                forever.

C.   DATA FEEDBACK

Transparencies

D.   GOAL SETTING

1.   What is a Goal? - not only static, single, final statements.
                        to so consider is misreading.
                      - are dynamic, are a process
                      - goals cannot be understood, identifed
                        without reference to process.

2.   Go through as an individual to better understand.
        Problem in any organization is individual/organization
        match.
        - it is effective match which gives the organiz. life.

3.   Contract to understand indiv./organ.   - 2 elements
                      -   Collective Agreement
                      -   Physchological Contract - match between
        personal goals & Percept. of organiz. goals.
                                - zone of tolerance -
        how much give up on personal goals depends on
        kinds of payoffs - psycholog. and collective -
        relative to other type of contract.

        collective - Pay   Psycholog. - Responsib.
                       hrs. work   - control over
                                                       work envir.
                       time off
                                                    - Trust

4. <u>Negotiation</u> — Not just collective bargain — only part

Negotiate — role — input to decision making

— responsibility

— Inter-relation of negotiate possible in

above areas and collective area.

5. Availability of <u>Resource</u> — input to negotiate

Resource — not only fiscal

— policy commitment — Personnel

— Program

— Total human resource

<u>RECAP</u> — 3 basic elements which are vital to seeing goals as

processual & not just static.

— <u>Psychological contract</u> people willing to accept related to

— Availability to the <u>Negotiation/Bargaining Process</u> and

this is

— related to amount of <u>resource</u> which can be affected by

this process.

6. <u>Slack</u> — <u>Sidepayments</u> — it is this which allows the type of

negotiation possible to enable people to move from their own

personal goals to collective goals of the organization.

— amt. which permits <u>Trade Offs</u>

Goalsetting is dependent on people — recognizing

— being able to practice

— being permitted & given

opportunities to participate in the negotiation
required to make sidepayments & tradeoffs.

                - essential is being given the
opportunity & total resource concept to engage
in goal setting.

Negotiation focused on - daily relationships

                     - policy commitments

                     - locus of decision-making

                     - amt. of respons.

Consequence is never-ending round of negotiation, give &
take.   Individual is faced with a problem of matching
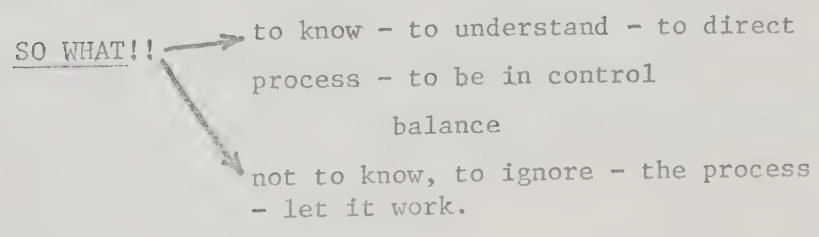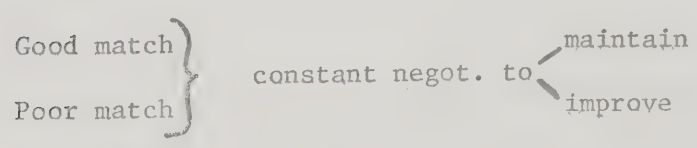of his needs with ability of organiz. to satisfy needs.
While at same time achieveing the purposes of the organization.
INDIVID. NEEDS ----> V <---- organization mandate

                never completely unrelated or unaffected

                by each other

                  V   Organization goals.

CONTINUAL MATCHING PROCESS

Good match ⎱
Poor match ⎰   constant negot. to ⎨ maintain / improve

SO WHAT!! ---> to know - to understand - to direct
process - to be in control
                balance
not to know, to ignore - the process
- let it work.

E.   IMPLICATIONS

1.   Personally – Matching Process – know own goals

                                    – know goals being processed in

                                        organization.

                                            – process

                                            – how negotiate

                                            – slack available – amt.

                                                & kind.

                                        – quality of match.

2.   Leadership   A.   one element of leadership flows from goal

setting.   –   Board & senior advisor to be aware of this

                        process.

                  –   set policy consistent with & to facilitate

                        or control the process.

                  –   remember the process works at all levels &

in the legal/sociolegal context of our society it must start with

the top of the organization.

                  –   Board be one concerned with stating the

Broad processual directions – the college goals being aware of

input from all sectors.

                  –   staff & faculty input to translating the

goals into more specific objectives – this too involves the same

process the focus is somewhat more specific

                  –   monitoring of objectives gives indication

of the status of both the process and as a consequence the general goal.

        B. responsibility to monitor the match for personnel and - devise policy to facilitate the match or.

        - assist individuals through or out of debilitating matches.

3. <u>Decision-Making</u>

   In view of the negotiation aspect of goal setting, it is essential that the following issues be considered:

- who are the influencers
- what input can staff have to decision making?
- where does this decision making occur/ - decision points
- is it visible who has access to formal decision - making structures?

- NOT TO DECIDE IS TO DECIDE!!

- No resolution of the above is a resolution - negotiation will continue

  - it can't be supressed, it is essential to the match in the psychological contract.

- Goal-setting process focuses attention on these issues and suggests that they should be consciously and carefully dealt with.

4. Resource Allocation - given the above goal concept, then governance & administrative policy must deal with the resouce issue.

- slack must be created in the organization & this requires careful judgement – too much = fat just enough = careful, prudent reserve.

- individuals must cooperate to generate slack. but

- must also have some access to its use in the making of sidepayments & tradeoffs.

- if this is to be possible individuals & groups must operate within – be guided by policies which give some discretion responsibility & accountability.

WHERE TO FROM HERE

1. Concentrate on the Should Be directions but mainly.
2. Be aware of the process the need for policies which permit the negotiation & resource allocation required to effect an effective Match.
3. Regular assessment of the broad general goals – IGI is a good iniating device.
4. Opportunities for individuals to develop the organizational skills & prerequisites necessitated by the goal setting process.

- team building
- bargaining
- conflict resolution & not supression
- responsibility
- visible participation in d-making

APPENDIX H con't

SAMPLE OF OVERHEAD TRANSPARENCY PROFILES USED IN THE FINAL REPORT

"IS" AND "SHOULD BE" ALL COLLEGE PROFILES FOR ALL THREE TESTS

FIGURES 3 TO 8

Figure 3

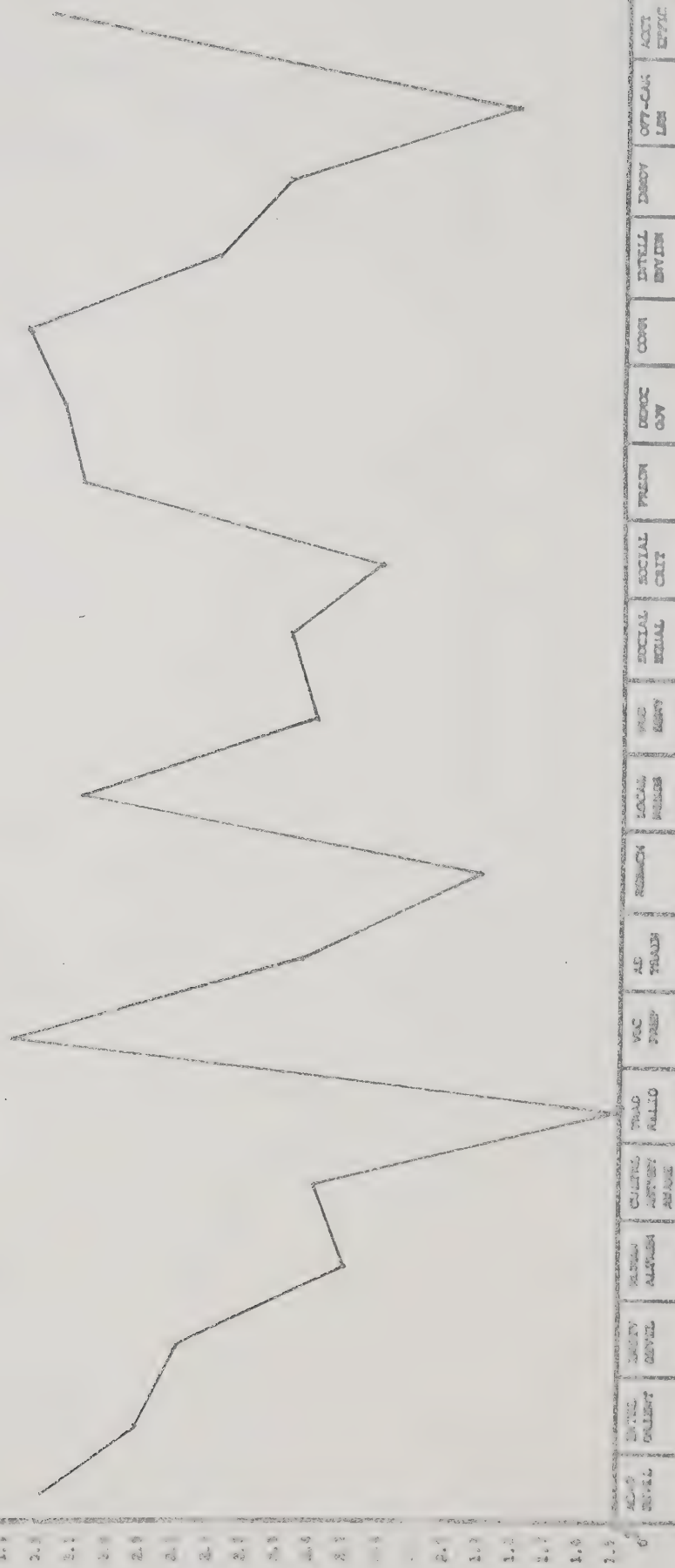Test One "Is" Profile for All College Responses

Figure 4

Test One "Should Be" Profile for All College Responses
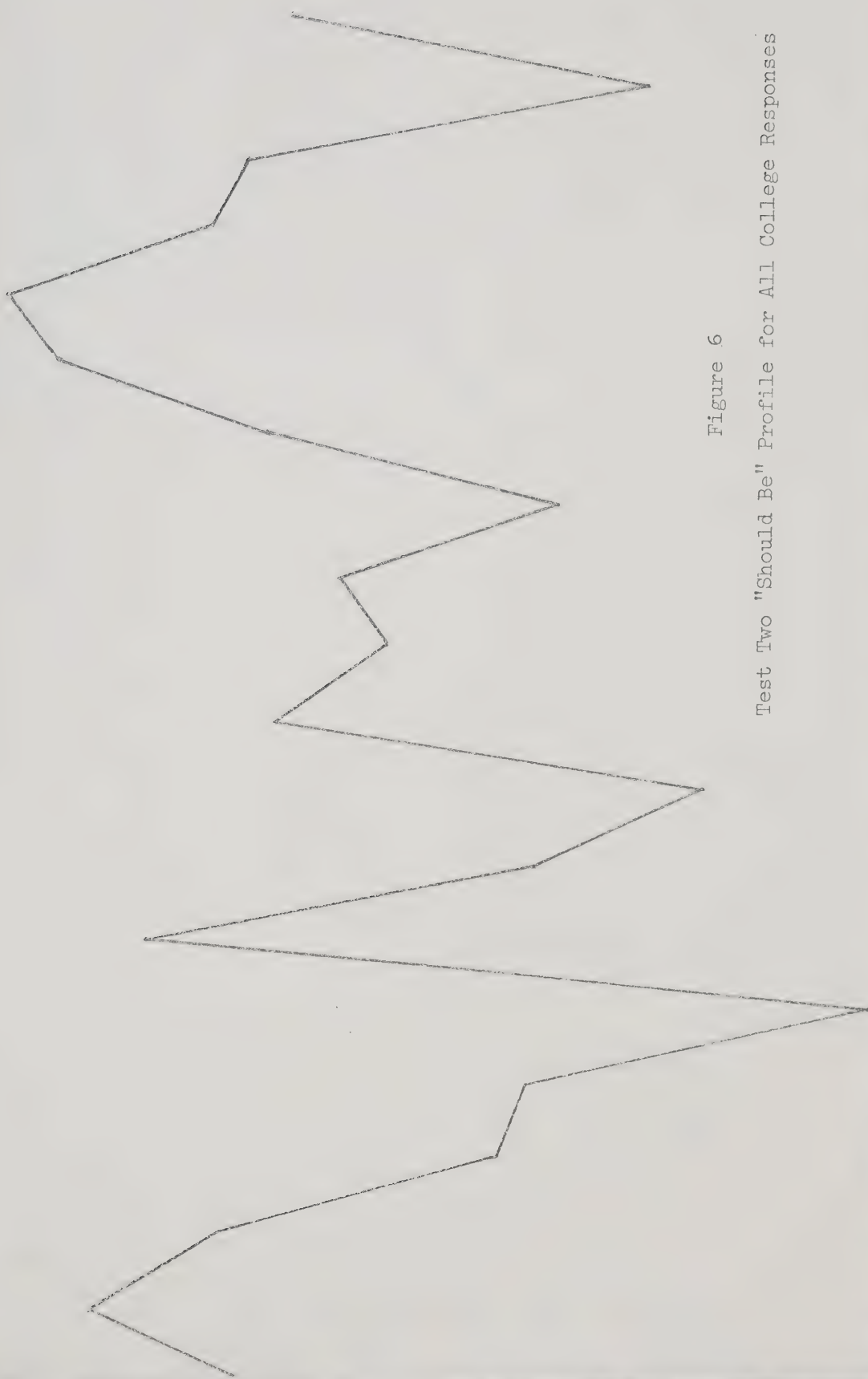
Figure 5

Test Two "Is" Profile for All College Responses

Figure 6

Test Two "Should Be" Profile for All College Responses

Figure 7

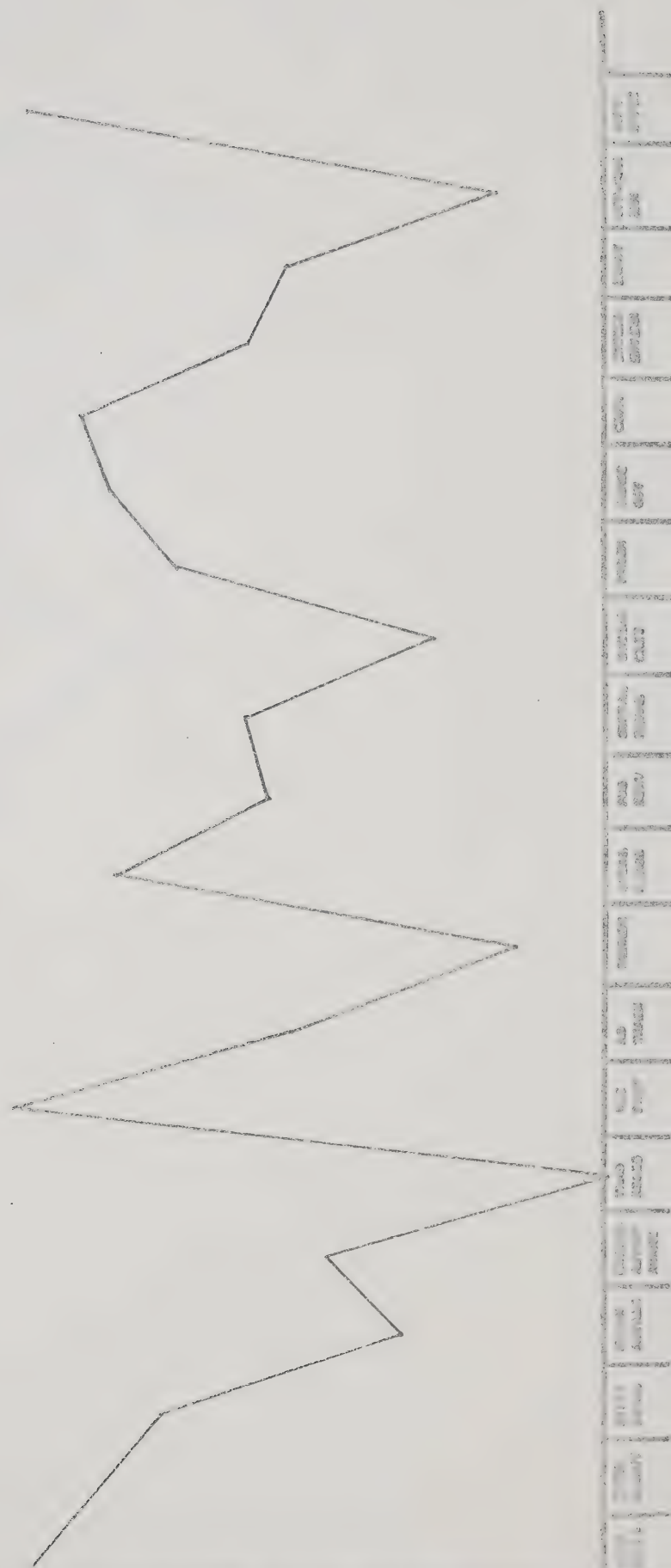Test Three "Is" Profile for All College Responses

Figure 8

Test Three "Should Be" Profile for All College Responses

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